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ABSTRACT

This handbook is designed to assist persons who are concerned with preventing or minimizing property damage to schools through vandalism, arson, and theft, and with avoiding bodily injuries in and around school buildings. Many of the suggestions, while directed at the planning of new buildings, can be adapted to lessen the incidence of vandalism and injury in existing buildings. The guide treats six aspects of a total security system: the school site, including grounds, roads, parking lots, and play areas; the exteriors of buildings, including hidden spaces, doors, windows, locks, and lights; the interiors of buildings, including community areas, laboratories, shops, and classrooms; the location and protection of fire alarms, exits, trash containers, mirrors, and lockers; internal security, including alarm systems; and deterrent programs such as school watchers, security officers, and live-in or 24-hour custodial services. (Author/IRT)

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STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION
DIVISION OF EDUCATIONAL ADMINISTRATION
SCHOOL FACILITIES UNIT

SAFE SCHOOL GUIDE

NOVEMBER 1980

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On December 20, 1978, the Connecticut State Board of Education formally established the Interagency Task Force on School Security, and charged it with advising the State Department of Education on effective means for dealing with problems of school violence and disruption, and how various state agencies might assist in that effort.

This Safe School guide is the result of recommendation #15 - Security Considerations in School Buildings Design by the Citizens Advisory Committee for Safe Schools.

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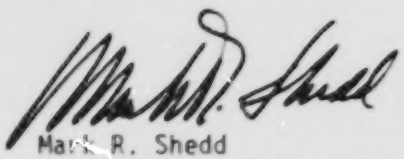
PREFACE

The Safe School Guide is the first of a series of publications which address the need to provide an appropriate learning environment for the children of Connecticut. As we all know, an adequate level of resources is essential to providing a suitable education program.

Vandalism, arson and theft on school property have three consequences upon the educational process: (1) the safety of students and staff is endangered; (2) the additional costs for the maintenance of school facilities take vitally needed funds away from other instructional resources; and (3) a negative impact upon the school's public image results which, in turn, affects a community's support for education. The Safe School Guide is intended to help school officials mount an effort to assure quality education throughout their schools.



Mark R. Shedd
Commissioner of Education

FOREWORD

In recent years the security of schools and the safety of their occupants have become major concerns. Both the costs of repairing damage to buildings due to vandalism, arson and theft, and the increase in injuries to staff and students from assault and other causes are rising.

The accelerating costs for maintenance pose a serious financial problem for administrators who are already hard pressed to stretch school budgets to accommodate escalating energy costs and inflation. The problem is compounded by the adverse effect that reports of vandalism have on the school's public image and its community support.

Surveys indicate that most school superintendents assign a top priority to finding effective ways to curb vandalism, arson, theft and bodily injury. The Safe School Guide provides administrators with suggested solutions to problems and assistance with positive preventive programs.

In districts where new school construction or renovations are going on, the guide can assist architects and planners in designing facilities that have the minimum potential for vandalism. Many of the ideas can be adapted for existing schools.

To provide maximum security for a school requires the cooperation of all persons involved with the school. School authorities need the help of law enforcement agencies, residents of the community, parents and the students themselves. The success of any program will depend upon how well each of these participants contributes to a safe school environment. Failure to maintain a school facility and its grounds properly and to enforce both state and local laws and regulations relating to school security poses great risks to staff and students as well as to buildings and grounds.

No school board or administration can afford the consequences of failure to enforce good security practices and procedures that place the emphasis on prevention. This guide is intended to help users to act positively and constructively.

Robert G. Langer S.E.T.
Plan Reviewer-Code Inspector
School Facilities Unit

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INTRODUCTION

The Safe School Guide is designed to assist persons who are concerned with preventing or minimizing property damage to schools through vandalism, arson and theft, and with avoiding bodily injuries in and around school buildings.

Many problems can be reduced by careful design, but even the most trouble-free design, construction and landscaping may not deter all vandals. Furthermore, existing schools far outnumber those on the drawing board or under construction, so the major challenge is to find ways to limit property damage, intrusion and injury at schools that are already in use and that may contain elements that invite property damage. While providing safety and security, the school environment at the same time must allow for the social activity of students and for normal rough play.

Many of the suggestions in the guide, while directed at planning of buildings that will be safe and secure, can be adapted--through small scale renovations and precautionary measures--to lessen the incidence of vandalism and injury in existing buildings.

The Safe School Guide treats six aspects of a total security program:

- The school site, including grounds, roads, parking lots and play areas;
- Exterior of buildings, including the avoidance of hidden, protected spaces; the making of quick repairs, and ways to make doors, windows, locks and lights less attractive and accessible to vandals;
- Building interiors in which areas for community use are zoned off; equipment in laboratories, shops, business and art classrooms is protected; thermostats are covered and smoking areas designated;
- Discreet location and protection of fire alarms, exits, trash containers, mirrors and lockers, to discourage pranks and vandalism;
- Internal security, including the use of alarm systems, and provision of a security checklist for the use of school personnel in insuring that all possible precautions are taken to protect doors, windows, lighting and electrical boxes, alarm systems and equipment;
- Suggestions for deterrent programs, including the use of school watchers, live-in or 24-hour custodial services, and special security officers.

Planning and preserving a safe school environment requires the combined efforts of staff, students, parents, board of education members and residents of the community. Probably the most important safeguard is a program for building school pride among staff, students and townspeople so that they will strive together to maintain a safe, secure environment for learning.

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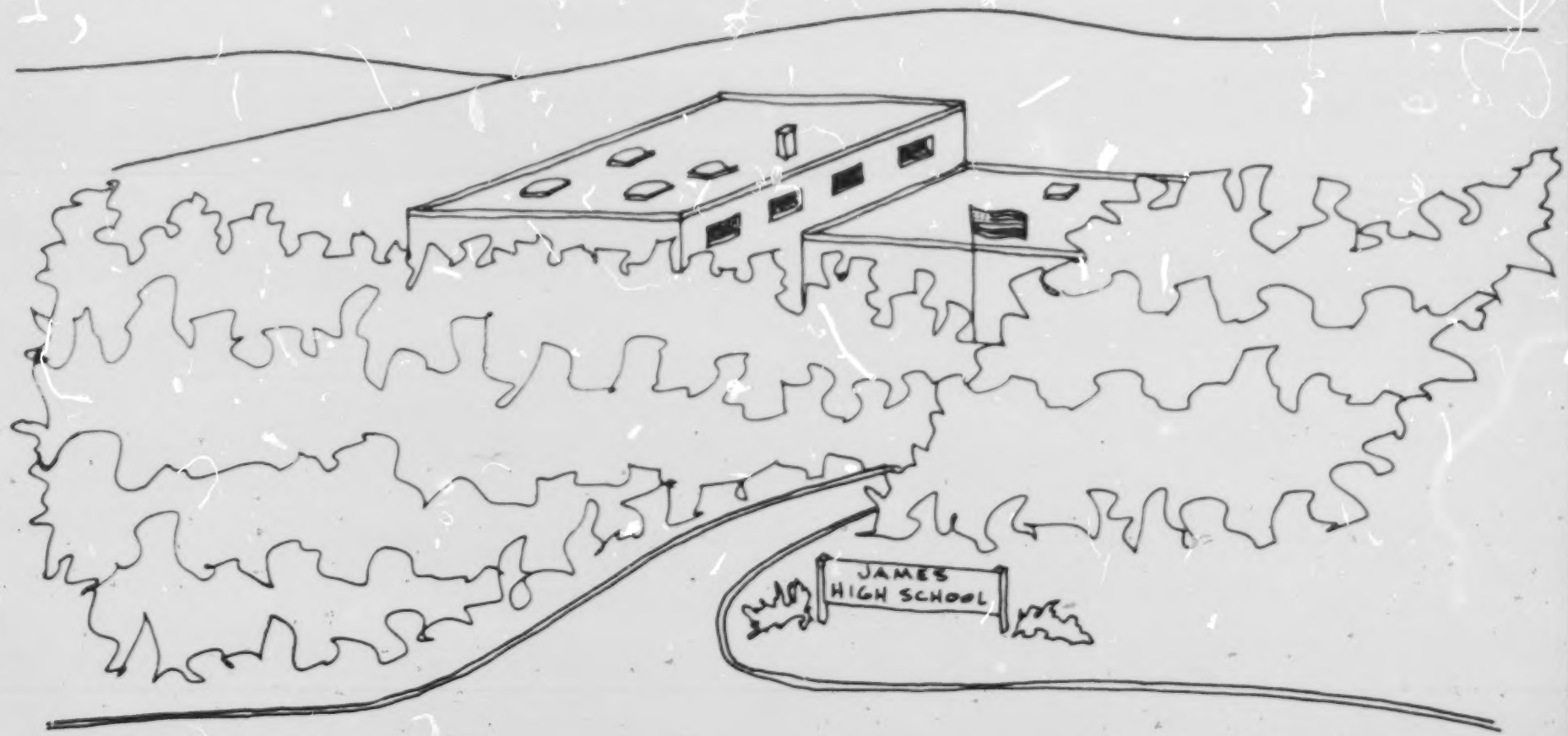
CHAPTER 1



SCHOOL FACILITY SITES

LOCATIONS

School buildings, supportive out buildings, related playgrounds and athletic facilities are commonly shielded from public and police view by landscaping, rolling hills, thick plantings and forests to aesthetically blend them into nature's environment and please adjacent property owners.

These same factors harbour and shield vandals, burglars, arsonists, pot and keg parties and numerous other illicit activities from public and police view.

School facilities need not be placed on barren or stripped land to make them secure, as proper planning can make them reasonably secure and safe.

Sites:

Locate buildings and related facilities so they are visible from one or more sides, and from streets and adjacent buildings.

Key Areas:

Ensure that key areas - such as main entrance driveways, entrances to buildings, service areas, play areas, sky lights and administrative offices are readily visible.

Landscaping:

Rolling hills and valleys should be avoided where they inhibit view of key areas.

Locate trees and shrubbery so they do not block view of key areas and do not serve as hiding places for vandals, etc., against buildings or along walkways or paths.

Locate trees so they cannot be climbed to gain access to roofs.

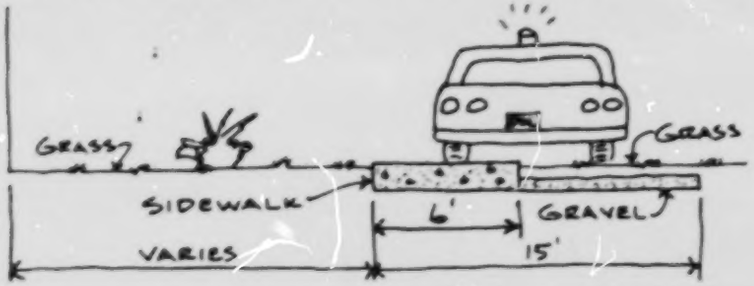
Select low plantings in key areas.

Avoid thorny bushes as they collect debris.

Locate public walkways, bicycle and jogging trails within 300 feet of buildings to provide view of facilities by the general public.

EMERGENCY ACCESS

Fire and Building Codes require buildings to be readily accessible around the perimeter to fire apparatus and these large drivable walkways provide access to unauthorized motor vehicles.



Provide driveway bumps in pavement at close intervals to decrease the speed of cars, or provide proper gates.

NOTE: Such driveways around schools should be regularly patrolled by police vehicles to survey doors, windows, and to look through windows into classrooms after school hours.

MOTOR VEHICLE CIRCULATION

Driveways provide clear unobstructed access, causing speedways that cross pedestrian walkways, play areas and parking lots.

Provide motor vehicle access that must pass around natural or man-made obstructions, via curves, bumps, etc.

Locate driveways so that they do not frequently cross walkways.

Install gates and bollards, to prevent use of prohibited areas. Do not use cables or chains strung across driveways.

PARKING LOTS

General:

Vandalism to motor vehicles, drag-racing, rape and assault after dark, and parties in cars and vans, frequently occur in parking lots.

Lay out parking lots to prevent through traffic, cruising, and cross traffic, and provide diagonal traffic bumps.

Locate lots so they are readily visible from the facilities and the street and provide vandal-proof night lighting.

Reduce size of lots and use collector driveways to schools, that are visible.

Designated parking areas for staff only, provides ready targets for vandals.

Do not use bony gravel or crushed rock for parking lot surfacing, as spinning tires toss projectiles through windows and cause bodily injury. This type surfacing also provides ammunition to break windows and lights.

Wheel stops and curbing should be permanent.

Provide permanently anchored bike racks that are

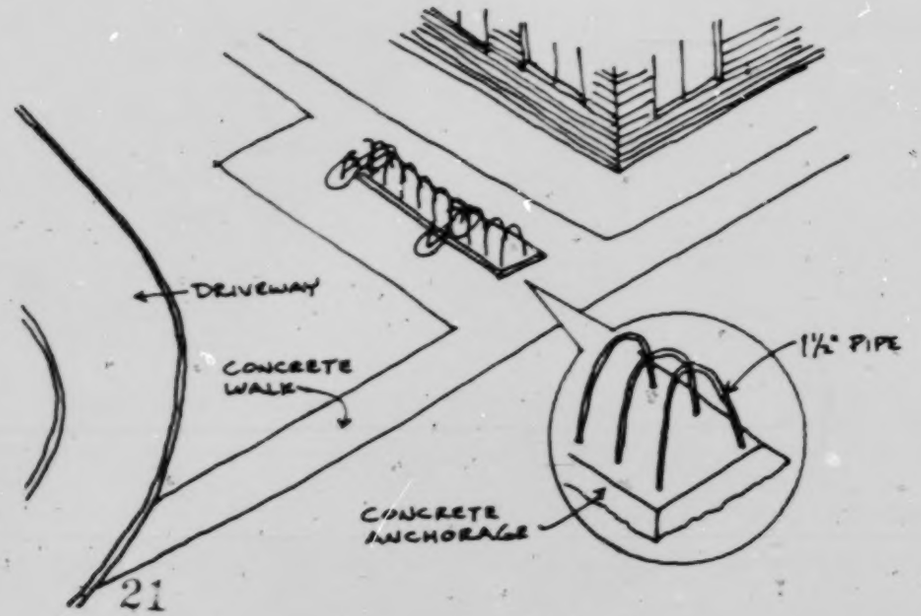
capable of securing bikes. Locate racks in readily visible locations away from regular parking lots and vehicle traffic.

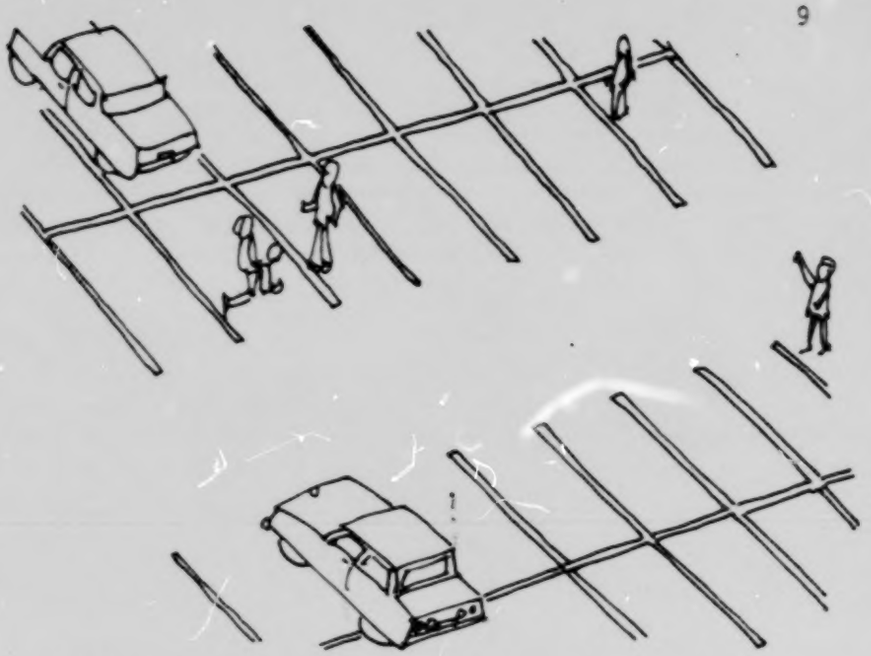
Activities:

Students frequently use parking lots to play street hockey or other games. If cars are located throughout a lot, one or more of the cars are likely to be damaged intentionally or unintentionally.

Plan parking lots as informal pickup play areas. Specify fixtures so that parking lots can be closed to automobiles on weekends and during evenings when there are no planned activities at the school.

Erect fences in strategic locations around parking lots, not to keep children out, but to prevent balls or other objects from breaking windows or entering adjacent private property. Design larger parking lots so that parking will be concentrated in obviously more convenient spaces nearest to building entrances.





Confinement:

In many schools where automobiles will be parked on grassy areas adjacent to parking lots or driveways, unpaved areas will be used as a turn-around when leaving. If this is done continually, the result will be an unattended dust or mud pond.

Erect curbs, change in levels or a similar low barrier to keep cars in paved surfaces and off the soft grassy areas.

The drivers need a place to turn around, therefore design a paved curved turn-around area to meet the need.

Between parking lots and buildings, avoid small decorative patches of grass which will soon be destroyed by cars.

WALKWAYS - PATHS

Official walkways and paths around school grounds often reflect the designer's wishful thinking. As a result, a route crossing the grass is often chosen as a path rather than using a misplaced official paved walkway. In addition, soft surfaces and plantings next to heavily used paved areas are readily trampled.

Plan paved paths so that they provide the shortest distance between two points.

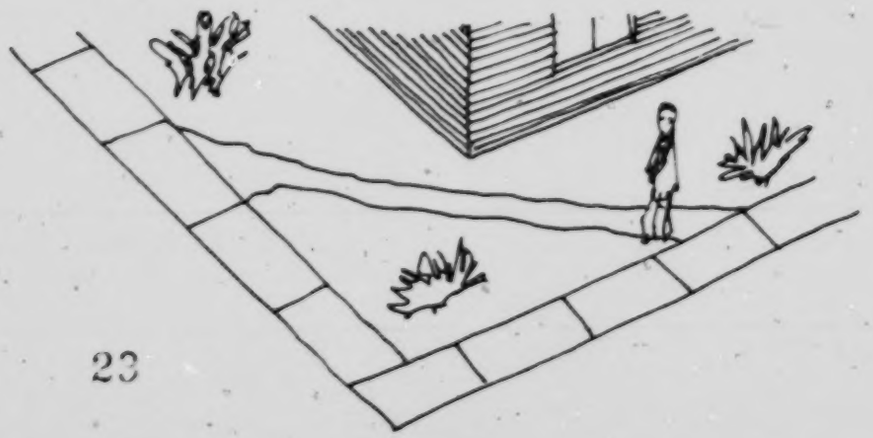
Accept as legitimate any natural "cow paths" and predict locations of shortcut paths.

Pave paths where natural shortcuts have developed after the building has been used for several months.

Install landscaping or real barriers between highly traveled pathways and adjacent soft grass areas, to decrease the number of people walking there.

Remove soft materials such as grass or flowers which are immediately adjacent to narrow paths or parking lots.

Remove brush, trees or other items adjacent to pathways that would provide hiding places for vandals or other persons.



SCHOOL BUS DROP-OFF AREAS

School bus drop-off areas for unloading school buses are especially used as student hangout areas. As such, they often receive more use and abuse than they were originally designed to withstand.

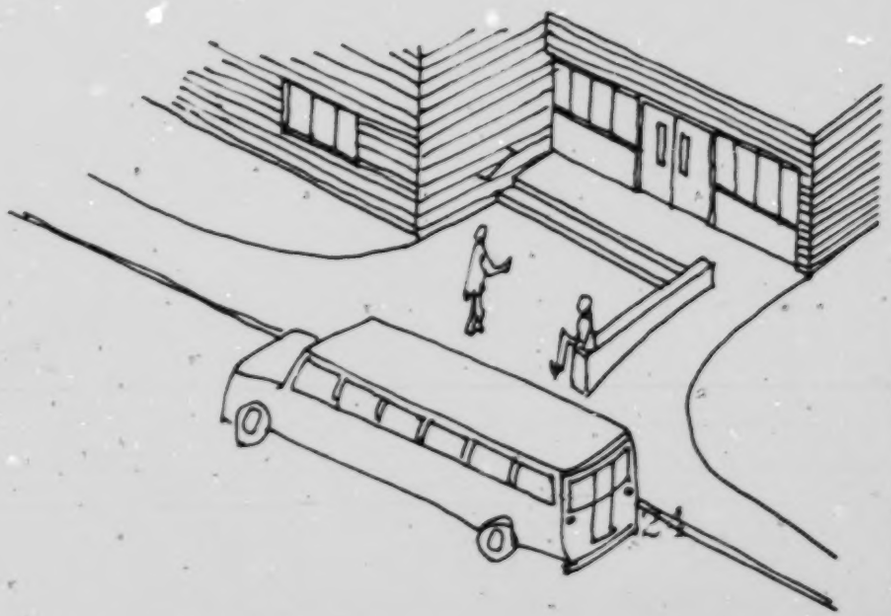
Locate bus drop-off areas near entrances and in open, visible areas away from windows.

Provide conventionally planned waiting areas as far as possible from hardware, windows and other equipment at building entrances.

Treat hardware on administration entries according to recommendations for hangout areas.

If possible, avoid large amounts of glazing in entry doors and around entrance areas.

Avoid the location of low shrubbery or flammable shrubbery and trees in, or adjacent to, drop-off areas.



ADJACENT FACILITIES

Community parks, playgrounds, businesses, bars and restaurants create spill-over problems, supervision problems, and may leave a facility open to vandalism, when they are located adjacent to a school.

Locate schools a reasonable distance from adjacent facilities.

Provide physical barriers or fences as separators.

NOTE: Fences cannot be barbed on top surfaces.

Weekend and night use of adjacent facilities should be considered, especially relating to public or community use areas. Where schools and parks are designed together, they should be laid out so as to allow reasonable activities with a minimum of interference.

PLAY AREAS

Formal:

Most open spaces around schools are formally planned as athletic facilities, play areas and spectator sport areas. Their locations often cause adjacent building damage, permit vandalism and invite bodily injury.

Locate different age level play areas apart from one another to prevent intermixing, assault by older children and vandalism to play equipment. Provide buffer zones or fences between play areas and adjacent property or streets and parking lots. Gates, if used, should be maze type prohibiting vehicle traffic while permitting foot traffic.

The grounds in normal play areas should be readily usable, avoiding hindrances to normal play such as: surface irregularities, stone walls, fire hydrants, or inadequate spaces behind basketball backboards, and baseball backboards.

Wall surfaces of adjoining buildings should be capable of withstanding stray balls and be capable of bouncing balls back to players.

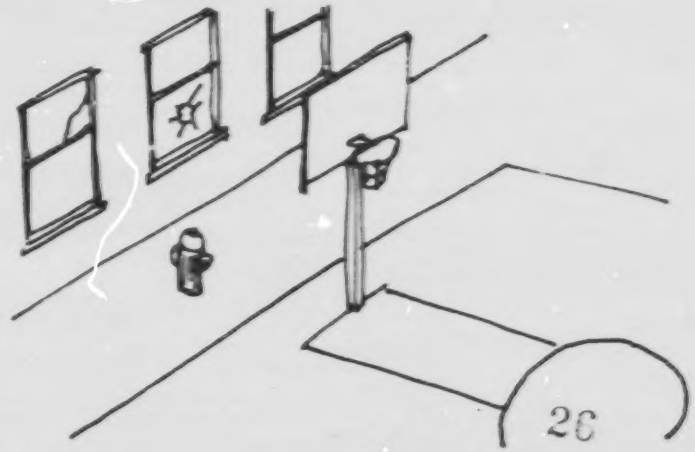
Lighting fixtures should be located extremely low or high, should be vandal-proof and out of the way of play areas. Hardware or fixtures on walls tend to serve as exercise devices.

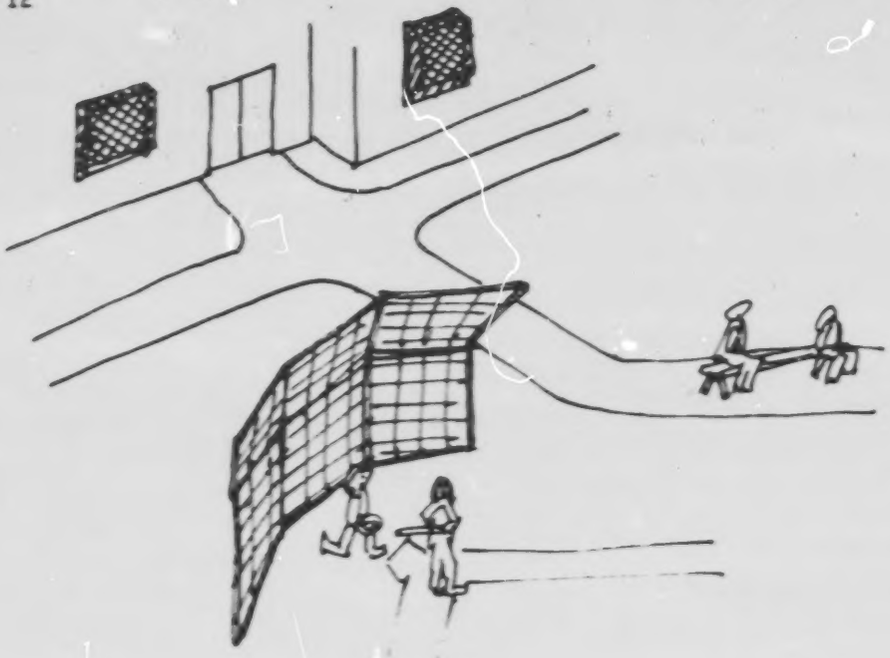
Gamelines should be painted on local hard ground or wall surfaces to accommodate all local street games. This can be done by the students under proper guidance.

Proper buffer area should be provided between formal play area and school buildings or adjacent property to clearly delineate the difference between the two. Buffer areas can be sloping grades, seating areas for spectators, fencing, etc.

Planting of trees or shrubbery in the immediate area is an easy invitation for vandalism as persons chase balls or retrieve balls.

Locate play areas where they are readily visible.





Informal:

Numerous types of recreation take place in school open spaces during weekends, recesses and after school hours. Informal games of street hockey, basketball, stick ball, soccer, or catch commonly take place. These games generally require minimal equipment which participants bring from their homes. Formal play areas may also be used as pickup places. Different parts of our state and different areas of a city will have their own special pickup games. Most neighborhood groups do have some type of such games.

Consciously identify and develop adequate places well suited to informal pickup play activities that are readily visible from adjacent streets.

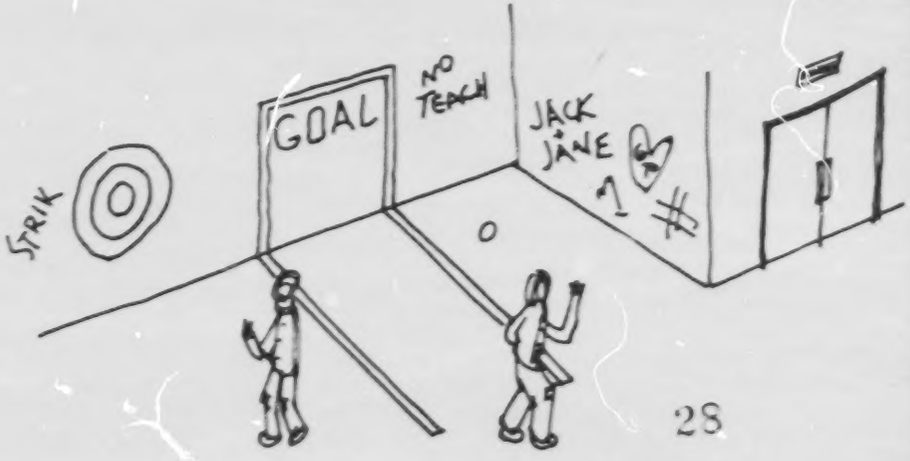
Lighting and other fixtures must be located out of the way of potential pickup ball playing or other activities.

The ground and wall surfaces in informal game areas should be treated as if they were for formal play areas.

Installing wall surfaces which will bounce balls back to players, removing ground surface irregularities, painting lines on walls or grounds for street games, is recommended.

Eliminate glass around areas predicted to attract informal pickup games or protect glass where it may readily be broken.

NOTE: The installation of wire barriers over all windows in the schools in Connecticut is prohibited, unless they conform with Connecticut Fire Code requirements.



PLAYGROUND EQUIPMENT

Playground equipment is normally designed to withstand only a normal amount of abuse. This abuse will vary from community to community.

Equipment chosen should be selected to withstand the roughest use to which it might be subjected, both official and unofficial.

Equipment should be selected that cannot be easily disassembled with simple hand tools.

Equipment when damaged should be removed or repaired as soon as possible and replaced with more durable equipment if possible. Playground equipment must be maintained so that it works properly. Improper installation and poor maintenance invites vandals to finish the project.

Equipment should be located in visible locations from the school facilities.

Involve students and the community in playground design, layout and type of equipment.

Covered play areas should be readily visible and acoustically screened from adjacent student occupancies and be maintained properly.

HANGOUT AREAS

Formal:

These are places next to formal and informal play areas and near active sidewalks where people sit to watch games and to talk to one another. Usually these areas have head walls, steps, benches, tree stumps or stones that can be readily sat upon.

Attempt to identify and prepare appropriate hangout areas for the inevitable informal use.

Avoid having fixtures which can be easily removed or damaged by kids sitting on them. Use tamper-proof screws in these locations and strengthen hardware and fixtures which must be there.

Properly close off or protect adjacent windows in buildings.

Specify plantings which bend easily and grow quickly. Avoid plants which will be easily damaged by being scratched, burned or broken.

Provide benches for sitting far away from breakable windows, hardware or plantings. Specify extra-durable materials for steps, low walls, and planters in hang-out areas because they will probably be used to sit on.

Install heavy duty trash containers and empty them regularly to make burning of rubbish difficult. Use trash containers which are attractive targets for beer and soda cans.

Avoid planters which can be easily used as trash baskets. Quickly repair any damage to such hang-out areas, as this normally cuts down epidemic vandalism, in which slight damage leads to greater damage.

Informal:

These are areas that are partially hidden or remotely located around schools, which are large enough for small groups of students or persons to congregate. These areas provide local kids with informal club houses or spaces and are the least officially mentioned play areas. They are often considered trouble spots by custodians, school administrators, and local groups. Property damage in these places ranges from graffiti, broken bottles and broken hardware to destroyed trees and shrubbery.

Such places are normally hangouts for local students who have no other place to go. In many cases they cannot have parties at home and formal social clubs are too restrictive.

In many cases people just sit, talk, drink beer and smoke. However, others will rough-house and write their names on walls.

Identify such areas and design them to withstand destructive use and abuse.

Specify highly durable hardware and fixtures in these areas and locate them out of reach.

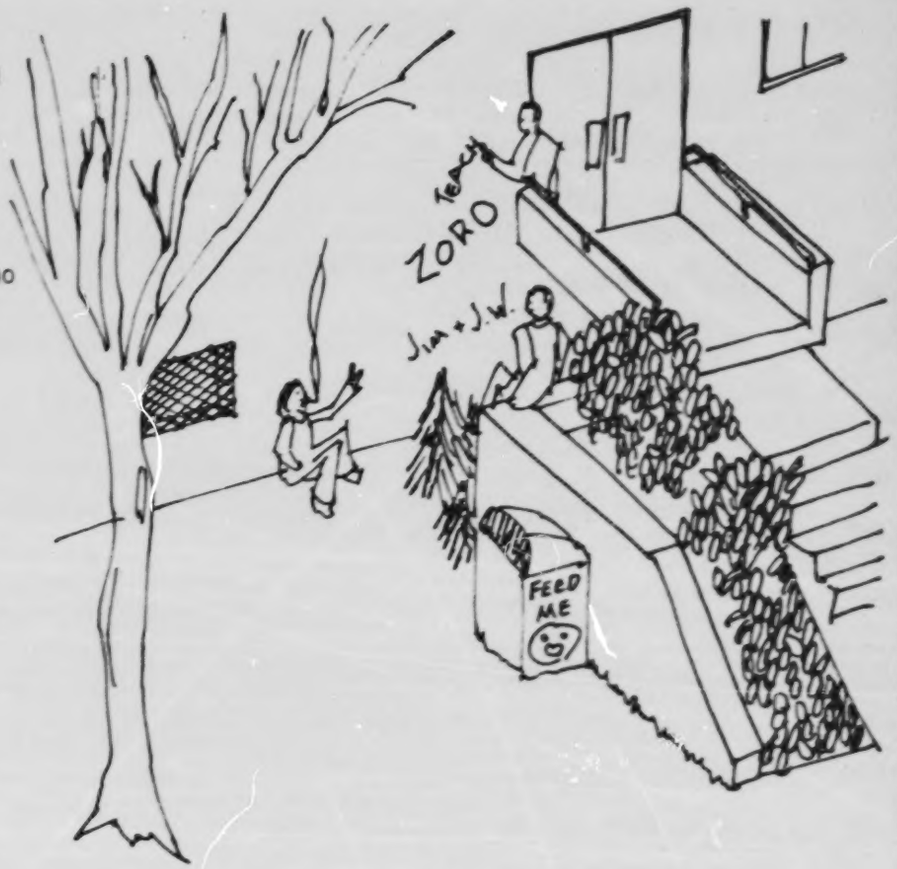
Avoid close administration in such locations.

Install walls and ground surfaces here which can be written on, can withstand abuse, and can easily be maintained and painted.

Specify plantings which cannot be easily damaged by being scratched, burned or broken. Specify fast growing shrubs rather than trees in such areas. Avoid plant containers which can be used as trash collectors.

Provide heavy duty trash receptacles which are likely targets for litter and cannot be used for burning trash. Maintain them and empty them regularly.

Building materials in such areas should be durable. Watch for epidemic vandalism. Slight damage attracts attention and leads to more damage.

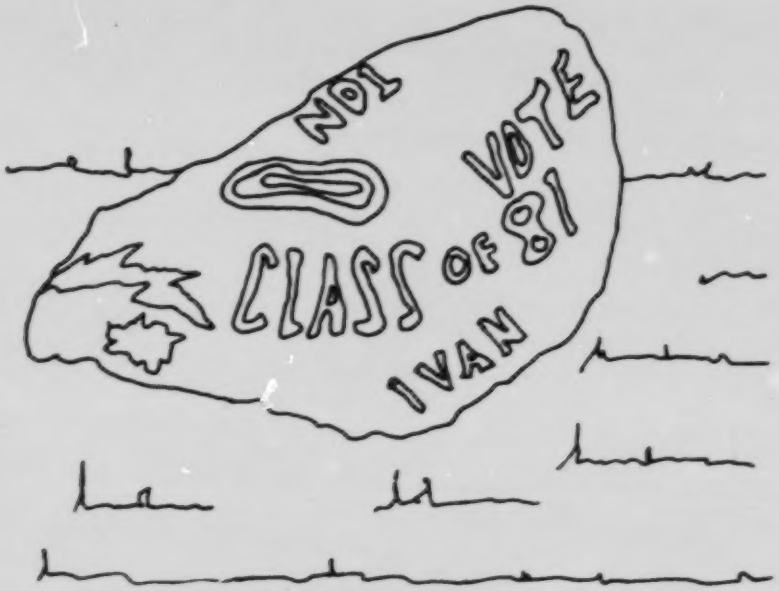


GRAFFITI

Provide boulders in readily visible areas to be painted on each year, then repaint for the next year.

Provide logs in visible areas or other easily carved items for name carving.

Note that vulgar language won't be tolerated in graffiti permitted areas.

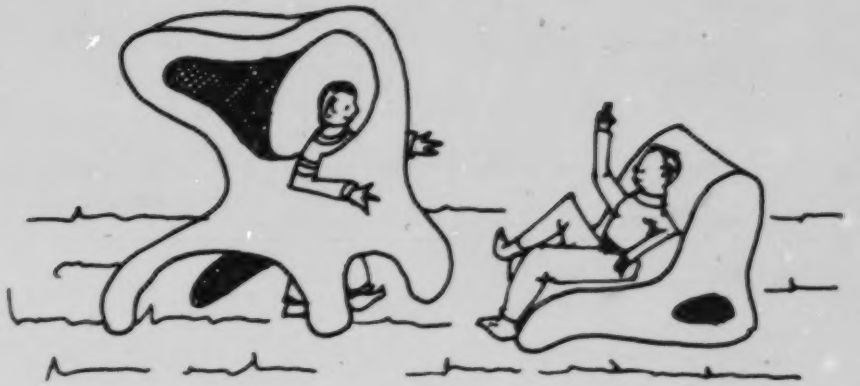


EXTERIOR FURNISHINGS

Art:

Sculptures and artifacts attract vandals.

Install art that they can relate to, climb on or under, and if possible be totally involved with to appreciate it.



Drinking Fountains:

Decorative drinking fountains should be avoided as they are a source of horse play. If necessary, recess the fountain into adjacent out buildings or walls. Never have free standing fountains.

Trash Cans:

Securely anchor trash can units to holders or posts.

Paint units attractively and involve students in art work.

Covers should be part of the unit.

Flag Poles:

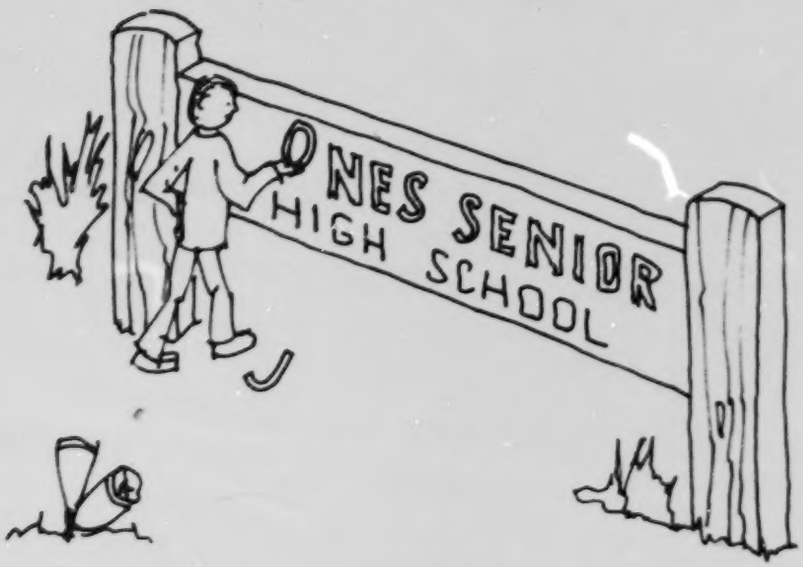
Flag poles should have nylon covered halyards and locked cover boxes for cleats.

Select poles that do not attract graffiti.

Signs:

Select signs with letters that cannot be removed and if attached to a building surface locate the sign out of reach.

If reader boards are desired, they should be located where they are readily visible by staff or their message will be changed by vandals.



Mechanical, Electrical Devices, Trash Pickups:

Meters, transformers, valves, LPG tanks, trash containers, etc., should be located in locked-fenced areas.

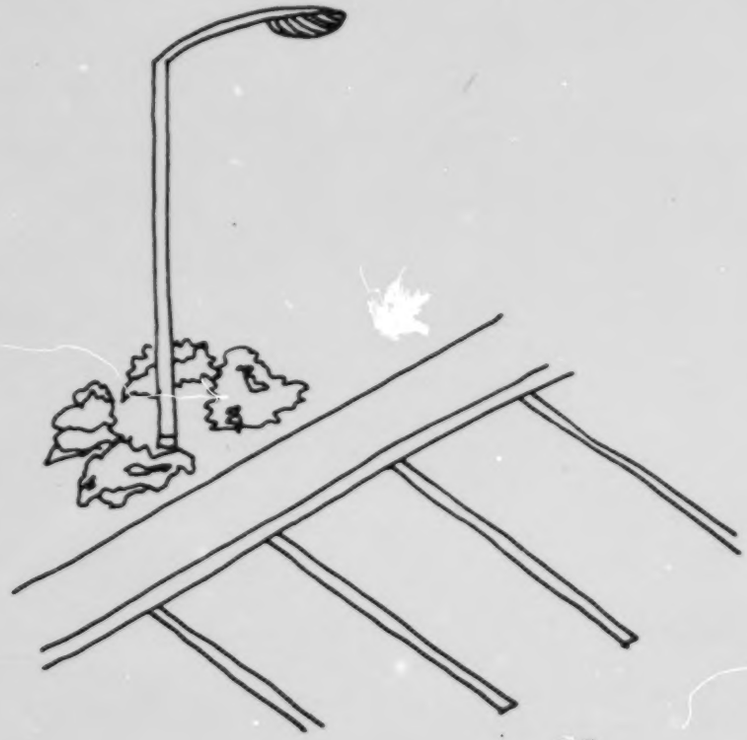
Exterior Lighting:

Light poles are commonly climbed, hit by motor vehicles, and light lenses are shattered.

Locate light standards off driveways and parking lots, and where necessary provide natural physical barriers such as boulders, poles or bollards.

Select standards that are straight and not readily climbable.

Select light lenses that are shatterproof. Do not install low ground level lighting unless units are well protected and vandal proof.



Miscellaneous Problem Areas:

Catch basins and manhole covers should be of the locking type.

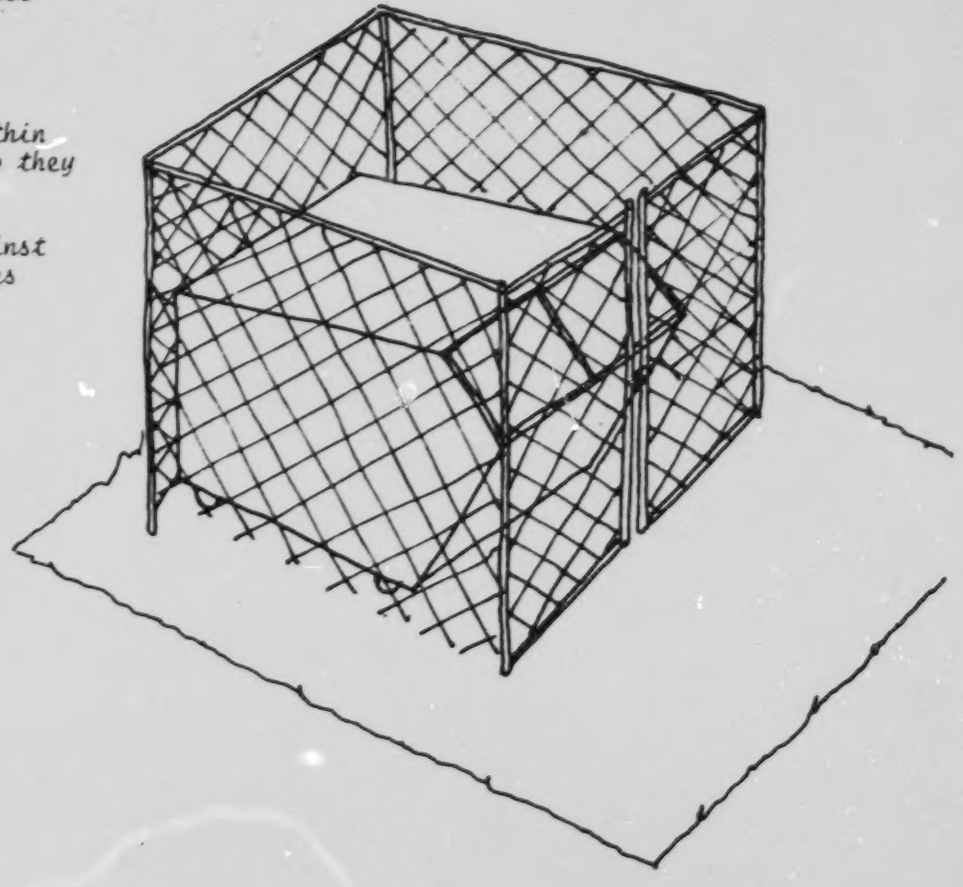
Exterior bells, horns, loud speakers, etc., should be placed out of reach and covered.

Book drops, mail slots and exterior wall vents are handy receptacles for dropping lighted matches, fire-crackers, smoke or stink bombs and should be well guarded by wire or be in invisible locations.

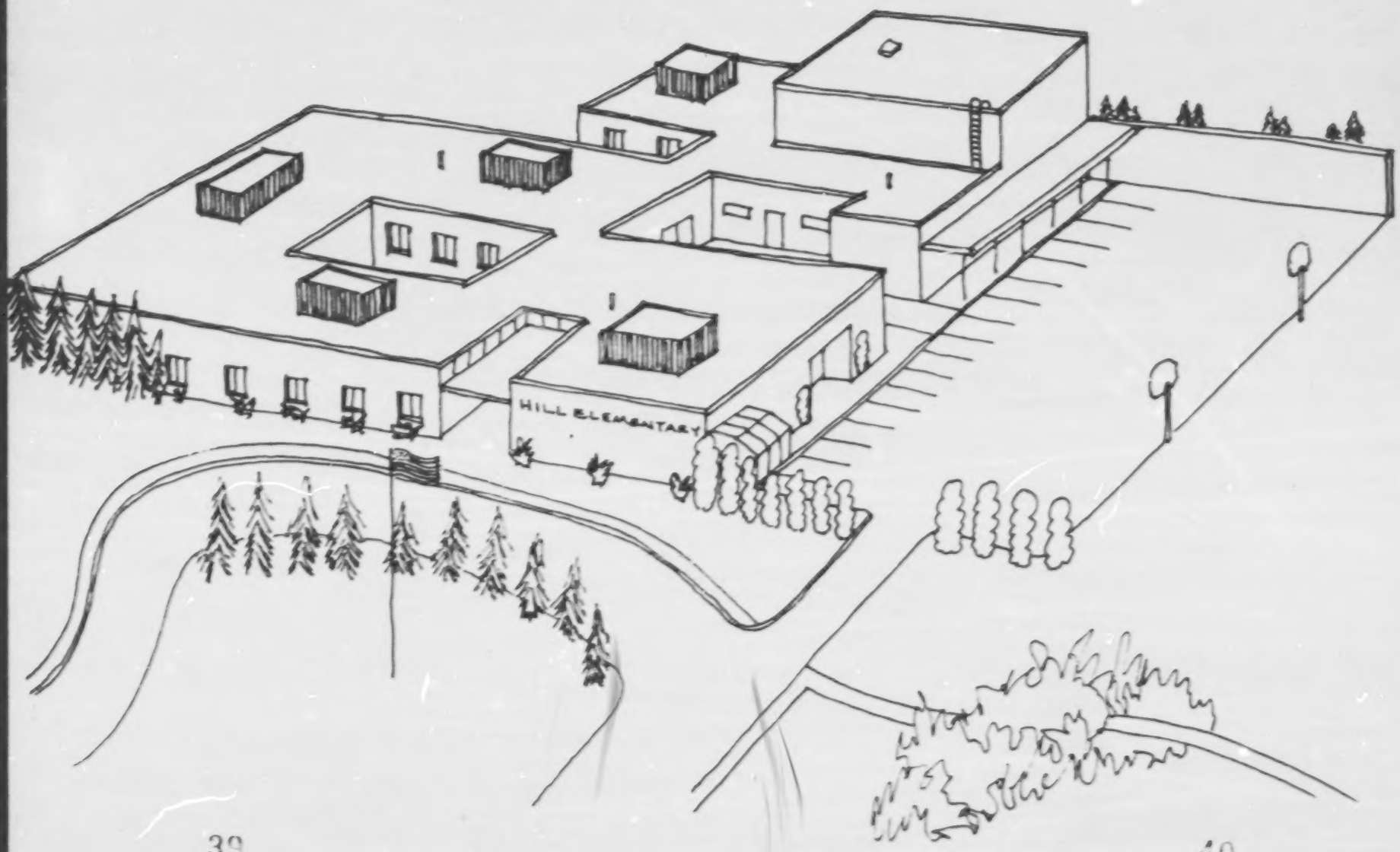
Rubbish Dumpsters:

Locate rubbish dumpsters or trash containers within high fenced enclosures and keep units covered so they cannot be set on fire.

Do not locate dumpsters or trash containers against the exterior walls of a facility, as this invites vandalism, arson, rodents and flies.



CHAPTER 2



EXTERIOR OF BUILDINGS

BUILDING LAYOUT

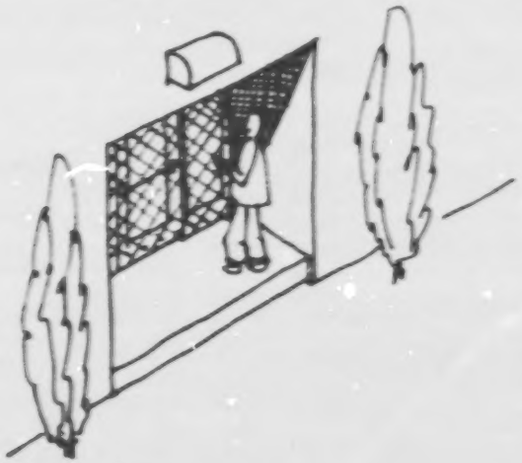
A building's layout on a site and its configuration can tempt and harbour vandals and intruders and may provide improper hiding places.

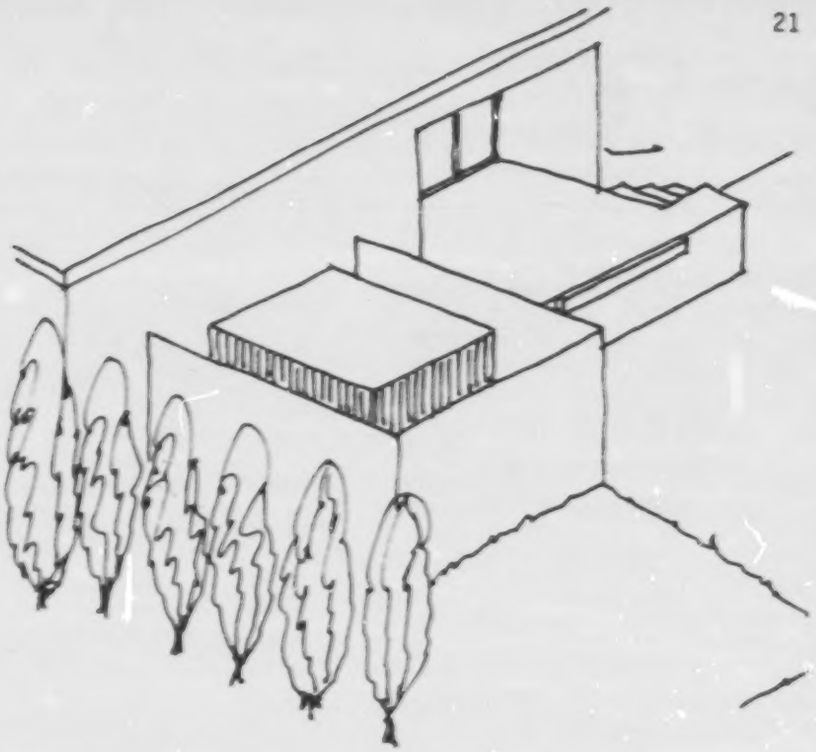
NICHES

Niches are small places just large enough for one or two people and are commonly found by fire stairs adjacent to walls, entry-ways, delivery docks and the like. These places are used for prying at windows, picking locks, and smoking and drinking secretly, among other things.

Avoid useless doorway niches by extending existing doors to building perimeter. Specify as few reachable fixtures and as little hardware as possible in niches.

Specify glass free doors through which locks cannot be seen. When possible, avoid all exterior hardware on doors in such locations.





BLIND SPOTS

Campus plan facilities, interior court yards, outbuildings in close proximity to main building, placement of signs and exterior mechanical equipment create blind spots that may hide intruders and vandals from school and public view.

Design and lay out facilities so as to prevent blind spots wherever possible or make areas inaccessible to intruders.

Totally surrounded court yards invite intruders and are not accessible to fire fighters in time of emergency.

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ENTRIES

Come In or Stay Out Statements:

Many school occupants sometimes feel that major building doorways represent the face of the school towards that community.

Wanting to involve the community in the life of the school, planners design doors which often seem as inviting when the schools are closed as when it is actually open. Easily broken glass panels are the only barriers to interior door locks. Because of their accessibility, some school entrances, designed originally to be inviting, are soon either covered with fencing or plywood and locked with bicycle chains during the night.

To avoid this, entrances should be designed to be inviting when the school is open and to express the fact that the school is tightly closed after school hours, evenings and weekends.

Avoid installing sliding grills and garage door type gates which can be pulled down over transparent doorways when the building is closed, as these would trap individuals inside the building, and are in violation of applicable codes.

WALLS

Walls are highly prone to vandalism and are quite commonly marred by an epidemic of graffiti. If one scratch is left for a long time or one pane of glass remains broken, there is a high probability that further damage will occur in the same area. Quick repair to minor damage makes recurrence of such vandalism less likely.

On large expanses of easily marked wall surfaces, specify small wall sections so that rapid repair is possible. Keep replacement panels or paint in stock for such sections.

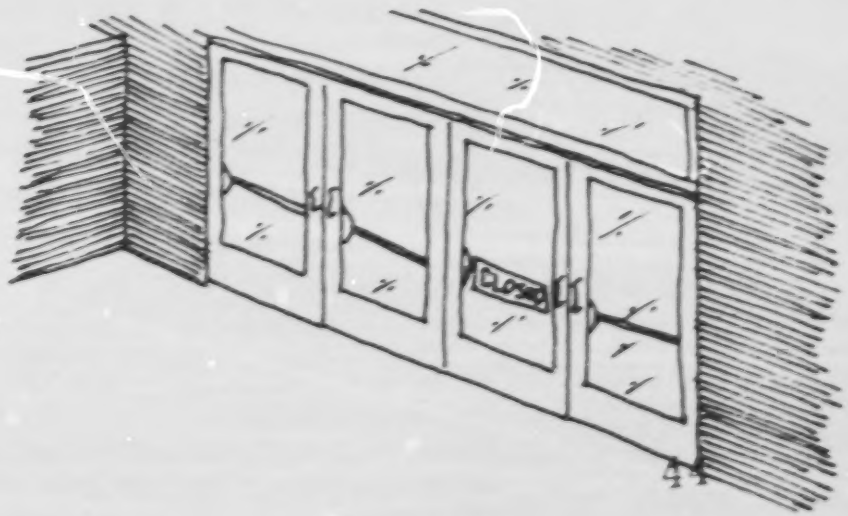
As expensive surface materials are frequently damaged, replace them with easily and inexpensively repaired surface materials, conforming with area Building Code and Fire Safety Code.

Paint walls with a color which is similar to the color of the material underneath. This minimizes visibility of scratches.

In high damage areas use specially resistant paints and glazes as high as kids can reach to allow for easy cleaning.

Specify quick drying finishes so that touch up stock can be kept for easy repair.

Plan permanent signs or building names and decorative hardware to be out of reach from the ground, or they will be quickly removed.



GRAFFITI

Expressive/Decorative

There are different types of graffiti; expressive and decorative. Expressive graffiti takes the form of names, street numbers, love declarations or verbal attacks on employees. This type of graffiti is often meant to be offensive and is an attempt by teenagers and young children to communicate with their friends, just as adults do through more acceptable channels. Decorative graffiti, though very similar to the expressive type, is more elaborate, more colorful and does not contain words.

Allow some walls in appropriate places to attract graffiti. These walls may be formally labeled or they can be informally made easier to write on than surrounding surfaces. Lighter surfaces with large blocks attract more graffiti than dark surfaces. Formally labeled graffiti walls may remove the challenge of graffiti applications by students and thus may not work in some settings. Develop informal graffiti walls around the front and back entries and in niches or hangout areas. It is important that these walls be easily painted or cleaned at long but regular intervals, like every six months or so.

Where graffiti is likely to occur, specify certain walls with raised tile or epoxy paint to reduce cost of washing or refinishing.

On specified surfaces, only abusive graffiti should be removed on a daily basis, allowing non-abusive messages to remain until the bi-yearly cleaning or re-painting.

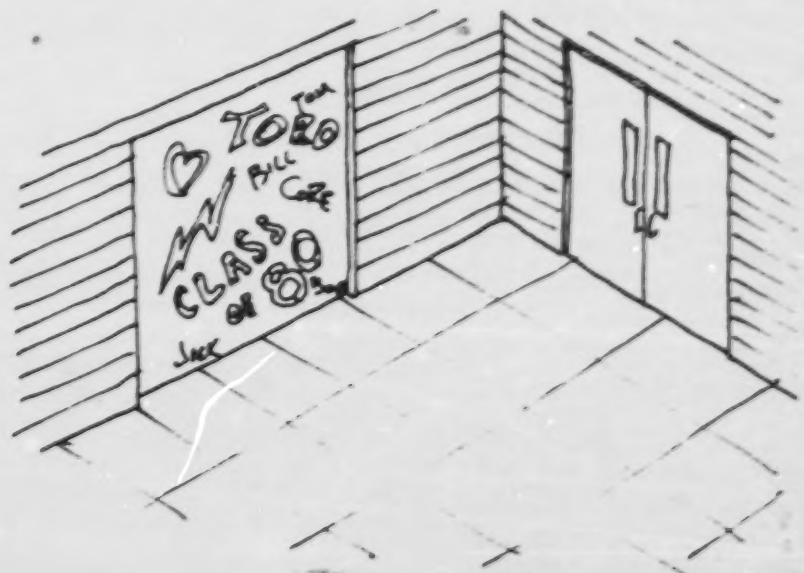
Large boulders, logs, etc., placed in certain areas can become common graffiti assigned areas. This will normally attract graffiti from the building to such areas.

Legitimate:

Legitimate graffiti is the simple, yet most often overlooked type of marking. This is where the school provides a wall area, and students provide the graffiti to outline hockey nets, basketball fowl lines, etc. If markings are missing in a parking lot and the school custodian paints a set of lines on the ground, these would be considered legitimate, the same way walls with painted on game lines are legitimate to the young people who paint them.

Acknowledge, predict, and accept legitimate graffiti painted by children. Paint necessary game lines in the areas designated, on appropriate walls and ground surfaces after consultations with game players.

Suggest that the students provide such lines under proper supervision. Work together with street groups to provide them with stencils so that they themselves can paint goals for hockey, strike zones, stick ball and other game lines on walls and parking ground surfaces.

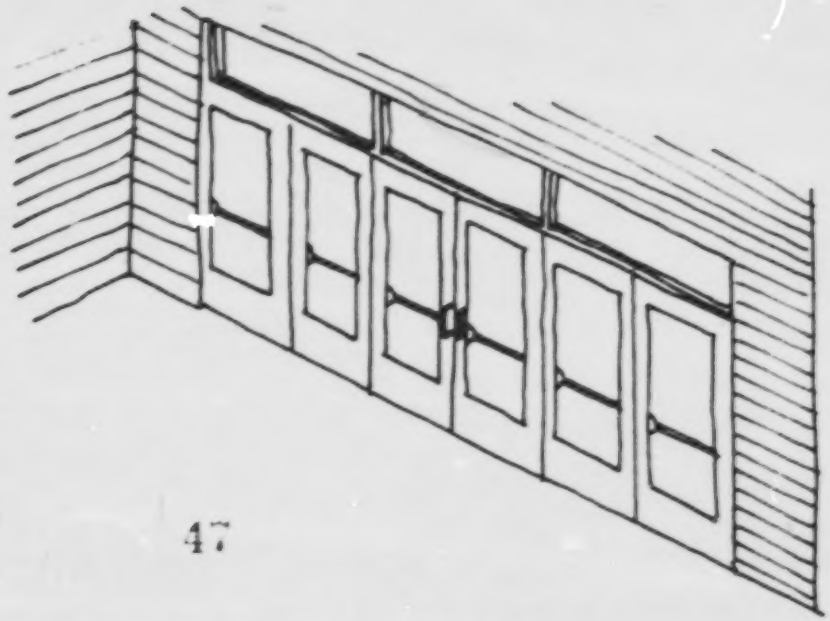


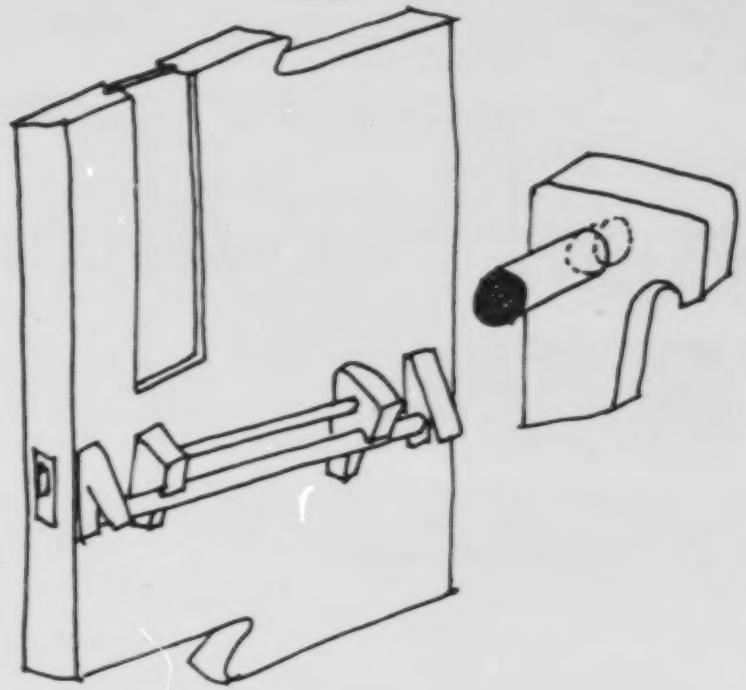
EXTERIOR DOOR HARDWARE

A common problem with schools is that the exterior hardware is uniformly specified for all doors throughout although main doors rarely need to be accessible from the outside. This is commonly true of exits from gymnasiums, cafeterias, and auditoriums and some storage areas.

Systematically identify all doors used primarily as exits and remove locks and handles from these doors on the exterior side.

Specify exterior door hardware only on one door in a series of connected doors such as front entrance ways. There is usually no need to unlock all exit doors from the outside, as proper egress is provided from the inside by use of proper panic or schoolhouse type hardware.





PANIC HARDWARE

Panic hardware or schoolhouse type hardware is required on all exit doors to permit occupants rapid egress from a building in case of a fire. They also permit locking of doors to prevent intruders from entering a school. The hardware must meet the first need, but commonly fails in keeping out intruders. The use of chains and padlocks or other locking devices on such hardware or doors to prevent ingress at any time when the building is occupied, violates numerous state laws, for they are frequently left locked, and may trap persons in a building in time of emergency.

Avoid clear glass or acrylic panels on doors which give a clear view of accessible panic hardware.

Specify panic hardware which requires a minimum amount of mechanical movement to operate successfully, such as flush panic bars.

Specify extra duty double doors.

Specify panic hardware which can be easily repaired if damaged.

Specify panic hardware which is not easily hooked by wires or other items to permit easy entry from the outside.

Specify schoolhouse type deadbolt hardware where panic hardware is not required. Specify astragals on single doors where regulations allow.

The use of approved devices that hold panic bars up, to prevent pulling or pushing down of bar to unlock the door, is recommended as long as device is used after school hours and is easily removed.

WINDOWS

Glass breakage in schools is the largest property damage problem and expense. While some glass breakage is due to malicious vandalism or related to theft, much glass breakage is accidental.

Such breakage may be caused by the location of glass in areas where students gather for horse play on the inside or on the outside of a building. As long as kids are kids such damage will take place.

When all other possibilities have been tried and have proven unsuccessful, install thin wire mesh security screens over ground floor windows, noting that on one window in every occupied space, the security screen must be readily removable from the inside, so that it does not entrap individuals inside in time of emergency, and conforms with applicable Connecticut Fire Code Standards.

Where windows are necessary in high vandal or theft areas, provide proper screens, breakproof glazings, or visible burglar alarm systems.

Avoid placing windows near formal or informal gathering spots in play areas.

Specify small panes of glass so that one break can be inexpensively and easily repaired.

Specify solid non-glassed panels and avoid having operable windows or glass within 32 inches from the floor, as this area is most susceptible to damage.

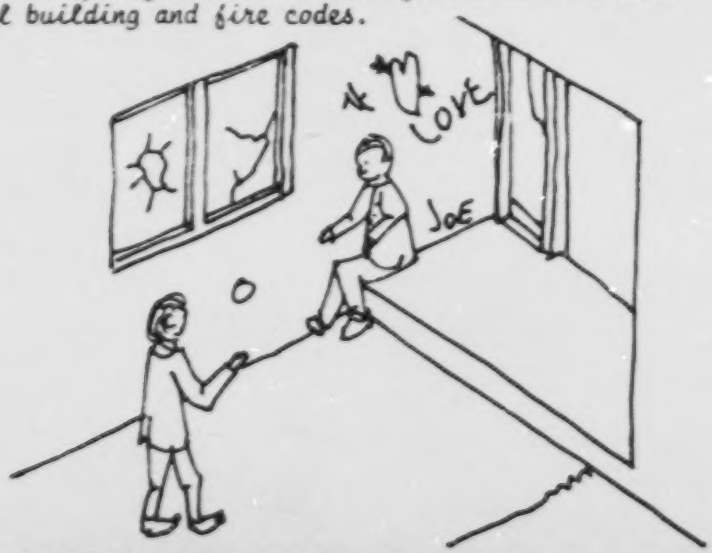
Avoid useless windows entirely. Windows from student stores, administration storage offices, industrial arts storage areas and the like are unnecessary.

NOTE: State Fire Codes require one operable window out of all student occupancies and such openings cannot be located more than 32 inches from the floor and operable windows cannot be less than five square feet in area with no area mentioned less than 22 inches.

Avoid use of acrylic or thick plastic in hangout areas within reach of people standing on the ground, since such glass substitutes are easily carved, burned, scratched and readily fade. A pane of thick plastic or acrylic may not break but may be entirely knocked out of its frame.

Specify strong or thick tempered glass in areas close to the ground.

Specify thick tempered glass, thick acrylic or plastic and, if necessary, screens or grills in non-visible areas. On the second, third and fourth floors specify thinner tempered acrylic or regular plate glass. On higher floors specify plate glass, noting that the specifications must conform with state and local building and fire codes.



ROOF TOP AREAS

Roof tops are not planned as recreation areas. Playing on roof tops results in damage to roof top equipment, hardware, windows, and skylights. In many cases, roof tops provide access to interior courtyards and to the school itself, where further vandalism may take place.

Minimize accessibility to roof tops by planning wall surfaces with no footholds.

All accessible roof areas should use ground floor type glazing and hardware fixtures, avoiding exterior hardware on roof top doors and windows.

Use plantings next to buildings that will not grow to a height or strength suitable for climbing. Locate tall trees which can be climbed away from walls.

Remove footholds from telephone poles and light poles adjacent to buildings.

Design walls too high to be climbed easily.

Eliminate small outhanging roofs over entryways as they are easily climbed onto to gain roof access.

ROOF TO ROOF ACCESS

Where access to one part of a roof is either unavoidable for reasons of landscaping or design, or desirable because it is planned as a play area, special care must be taken to avoid easy access to other more vulnerable roof areas on the same building.

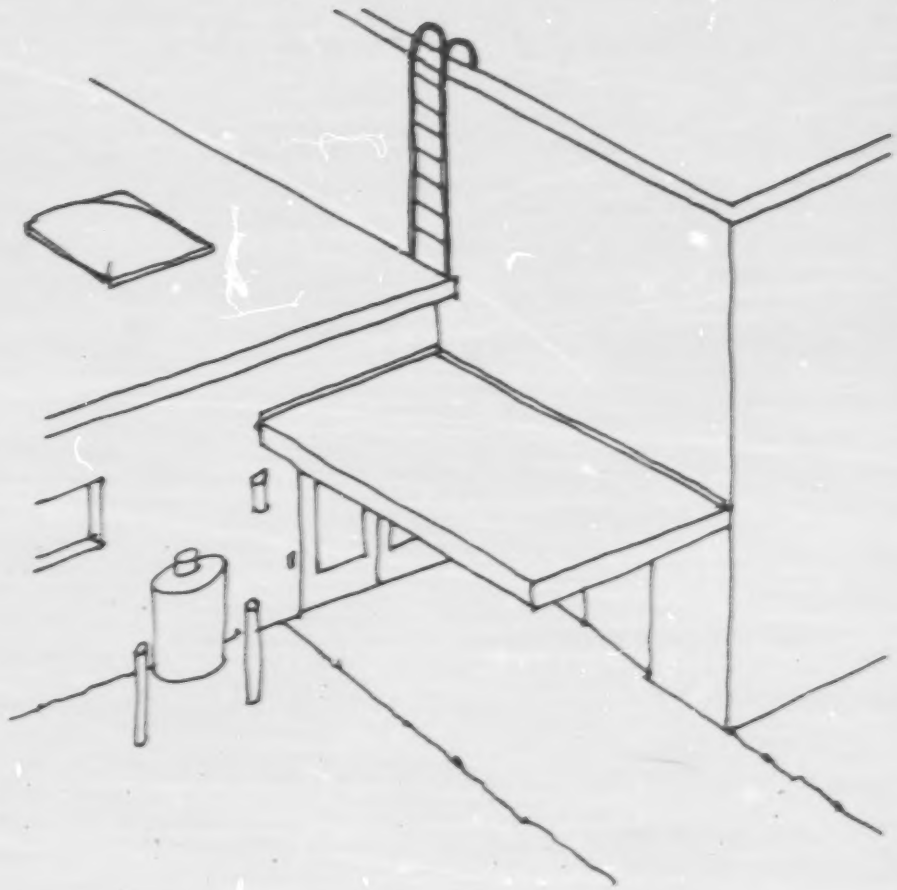
Design incinerator housings and boiler chimneys so they cannot be climbed upon.

Place gas meters very low in an enclosure or very high so they will not be climbed on.

Avoid fixtures on walls which might be used as ladders, such as unnecessary handles and lamps.

Do not install permanent custodial ladders between roof levels, if local regulations allow. Provide convenient storage for portable roof ladders to be used by staff.

Avoid roof guard rails and half walls, which provide easy jumping off points to adjacent roofs.



Design walls so they are high enough that they cannot be climbed and are not accessible by easily made ladders.

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EXTERIOR SECURITY

Many buildings are readily accessible to vandalism or theft due to their design.

Provide perimeter combination walkways-driveways between 15 to 30 feet from the building, and provide police car visibility into buildings after school hours. Such combination driveways-walkways also serve as proper means of egress from the building during an emergency and access around the building for fire and emergency vehicles.

Do not build or add on to structures to create U shapes unless the area between the building is more than 30 feet and readily visible.

EXTERIOR LIGHTING

Exterior lighting attached to walls provides footholds to climb up walls and swing on and to shoot out or break, causing blackout areas prone to vandals and physical attacks to staff and students.

Provide high, recessed wall lighting, or vandal-proof high lights on poles, at least 15 to 30 feet from the building.

Exterior lighting in parking areas should be rugged, vandal-proof, with standards well protected from vehicle damage.

CHAPTER 3

INTERIOR OF BUILDINGS

FORMAL GATHERING PLACES

Interior places of public assembly such as auditoriums, cafeterias, and gymnasiums are areas that are over used and not necessarily used as originally designed. Due to the various activities that take place in them, including unsupervised activities, numerous types of vandalism and theft are common in these areas.

Posted maximum occupant loads of places of public assembly cannot be exceeded.

Seating in auditorium areas used for formal assemblies, dramatic presentations or graduations, should be comfortable, easy to clean and not offer materials to play with, like strings or buttons. Materials must conform with State Fire requirements.

Seating screws or bolts must be tamper-proof to prevent disassembling with common hand tools.

Wall materials should be of durable, washable epoxy paints or tiles.

Lights, loud speakers, and other wall fixtures should be located out of reach of students standing on seats or bleachers. Protect items such as thermostats and clocks with guards.

Around stage areas, specify heavy duty ventilation grills, floor lights and other fixtures so that normal but rough informal use will not damage them.

Specify heavy duty lockable grills to cover all control boxes, stage lighting, and sound equipment.

In cafeterias provide proper trash receptacles that are of a durable nature.

Select furniture for cafeterias which cannot be easily disassembled and which can withstand constant abuse.

Provide large uncluttered walls to be used for informal ball playing in gymnasium areas or multi-use areas.

Locate equipment storage lockers so they are visible to permanent staff offices in gymnasium areas.

Responsibility for use of play equipment must be clearly assigned, either to students using the gymnasium or to staff members.

Floors in cafeterias, multi-purpose rooms, and gymnasiums should have multi-use surfaces that will withstand regular foot traffic, tables and chairs, and rough social use.

Provide proper lockable storage cabinets for the storage of expensive equipment.

After school activities should have clearly defined regulations and proper supervision.

Locking of egress doors is NOT PERMITTED at any time from any school facility.

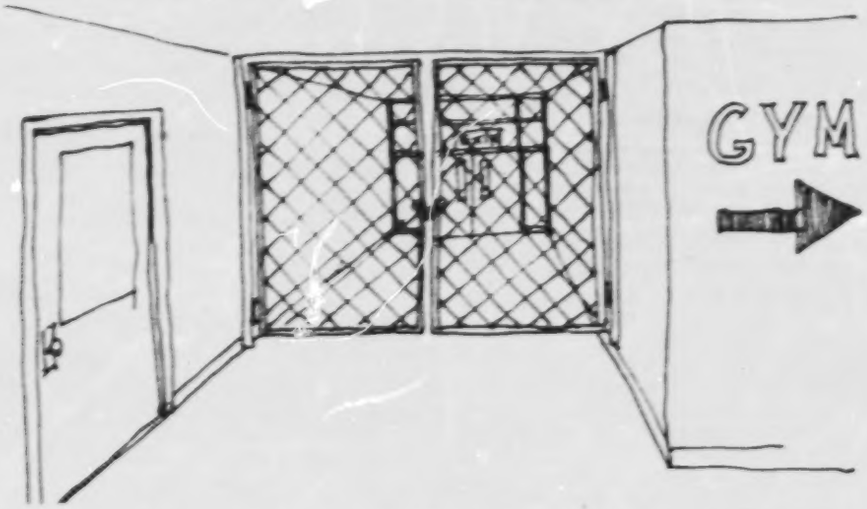
JOINT COMMUNITY-SCHOOL USE

Entries:

Many school districts encourage community members to use the gymnasium, swimming pools, auditoriums, cafeterias, or other multi-purpose areas on weekends or nights to hold adult education classes or community meetings. While such multi-use usually results in cooperation, it can also cause conflicts. Problems arise when property damage occurs and each group blames the other.

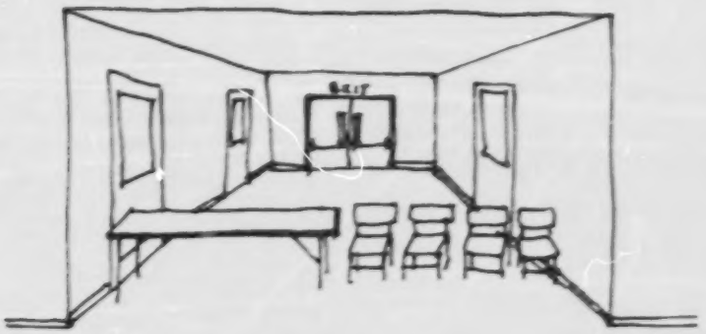
Segregation to zone off specific corridors or parts of the school while other parts are in use, may be provided by proper self-closing smoke doors, equipped with panic hardware that is lockable. This will permit occupants to pass through such areas from one side only, and does not block egress in time of emergency. Such doorways must be located within 20 feet of other means of egress.

The installation of portable, flexible or other internal gates, is in violation of the Connecticut Fire Safety Code, State Building Code, and the Federal and State Occupational Safety and Health Act.



Separate entries can provide proper interior entrances to different school zones, community use and school use areas and should be provided in the early design stages of any facility.

Offices of supervisory personnel should be located near multi-use entries so that these adults may serve as informal surveyors for people coming in and out of a public school building. This is especially useful around recreational facilities.



Persons gathering at entries or lobbies tend to serve as human barriers for the rest of the school. Therefore, places for informal meetings and activities should be provided near entrances and exits on the inside of the school. Benches, tables and chairs cannot be used to block off certain areas and vending machines cannot be located so as to cause impediments within a means of egress.

INDUSTRIAL ART AND SHOP AREAS

Shop and related areas have many potential targets for both malicious property damage and theft. Students may sometimes jam machines because they do not know how to use them properly or because they do not want to work during class. They also eye equipment for its use in making fire arms, burglar tools or towards its resale value if stolen. They also steal equipment to vandalize other school areas.

Large, adequate, lockable storage cabinets for tools and equipment should be provided and the school name should be engraved on equipment wherever possible.

Students should be required to sign out for all equipment and tools from tool cribs and each tool crib should be checked at the end of the class period to ensure that everything has been returned.

Prior to being given access to tools and equipment, students should be required to demonstrate their ability to operate it properly.

Shops must be maintained in a neat orderly manner, as scattered equipment in the open invites vandalism and theft.

Windows and doors should be limited in number and should be secured only to prevent intruders, not to [illegible] egress.

LAVATORIES

Lavatories are a haven for smoking, graffiti, vandalism and bodily injury, and are a constant problem for administrators, for they are difficult to supervise.

Ceilings:

Ceilings should be of a hard, durable, washable surface, as light as possible, that cannot be readily removed, yet can be easily repaired. The use of lay-in tiles is not recommended.

Floors:

Floors should be hard, durable, and pitched to a floor drain, that is reasonably vandal proof and easily cleaned.

Walls:

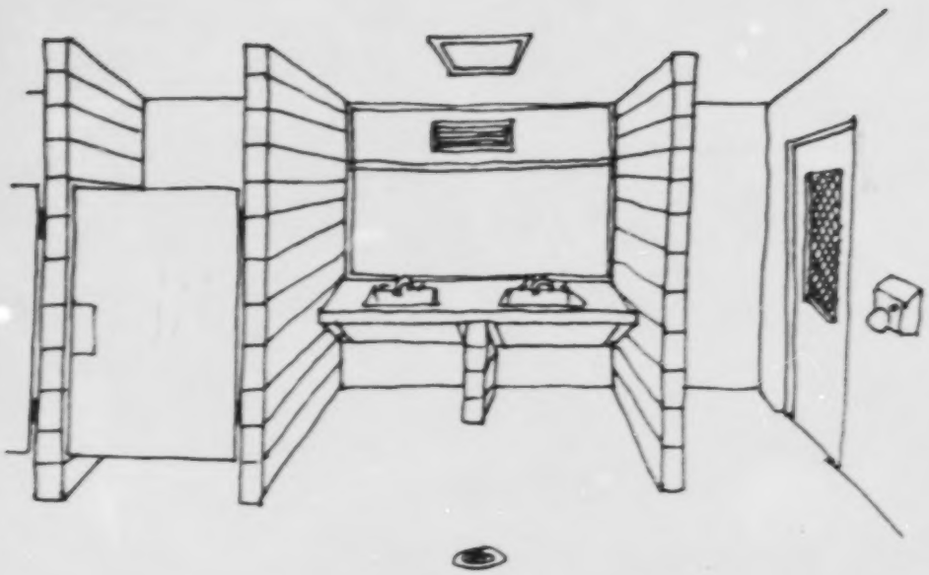
Walls should have a hard, durable surface that can be easily cleaned.

Doors:

Doors between lavatories and adjacent spaces cannot be removed or wedged open as this creates a health hazard. Where supervision is desired, the use of clear 1/4 inch wire glass vision panels in doors is recommended. This creates an illusion of full vision into spaces.

Partitions and Stall Doors:

Toilet stall partitions should be constructed of sturdy, washable material that is anchored to back wall, floor and structure above, with ventilation space at floor and ceiling. Doors should be sturdy, washable, self-closing and have locks.



Six inch wide masonry units with wire reinforcing provide reasonably vandal free stalls.

Never install saw-tooth or sharp edges on top of items, partitions or supports that may be used for chinning, as they may cause physical injury to occupants.

Fixtures and accessories:

Conceal piping, shut-off valves, etc., in lockable pipe chases, wherever possible.

Providing electric hand dryers will eliminate paper towels, towel dispensers, and waste receptacles.

Sanitary napkin and paper towel dispensers and waste

receptacles should be recessed into walls.

Use stainless steel mirrors versus glass.

Install light switches and fan controls in adjacent janitor's room or custodial closets that are locked.

Install non-ferrous vandal proof exhaust grills high on wall or in the ceiling.

Install floor mounted toilets and urinals as they are more vandal resistant.

Wall hung lavatories should be supported by a vanity unit, masonry supports or steel frames with support legs.

Coin operated sanitary napkin dispensers are not recommended. If they are used, coins should be removed every day.

Graffiti:

Specify wall materials in graffiti areas that can be rapidly cleaned of obscene or malicious graffiti, while other forms of wall writing are left for the regular monthly clean-up.

Handicapped Facilities:

The hospital type lavatories, faucet levers, wall suspended toilets and handrails for the handicapped, are all readily vandalized, making them useless.

Installing handicapped facilities in secondary schools, in the public toilet rooms, is not recommended.

It is our recommendation that facilities for the handicapped in secondary schools be provided in non sex-designated toilet rooms located throughout the school, with access by key only.

CORRIDORS AND MISCELLANEOUS ROOMS

Corridors must be not less than 6 feet in clear, unobstructed width and in large facilities must be wide enough to prevent crowding.

NOTE: No furniture or storage of any item is permitted in any corridor, no matter how wide it may be, per Connecticut Fire Safety Code.

Walls:

Walls of any occupancy are highly prone to the epidemic effect of vandalism. One scratch leads to another; one hole leads to a bigger hole; and one pane of broken glass leads to many panes of glass broken. When quickly repaired, further damage is less likely to occur.

Walls should be of a sturdy material, such as masonry (sheetrock can be kicked in) and should have readily cleanable finishes from floor to at least 5 or 6 feet high.

Avoid small alcoves or recessions in corridor walls, where persons may hide to lunge at passersby, unless they have a door or window making them visible from an adjacent room.

Specify small wall panels instead of a large expanse of wall space. Keep replacement panels in stock and replace damaged panels as soon as damage occurs.

In potential problem areas, specify inexpensive and easily replaced or repaired surface material.

Paint walls with color similar to the substance of the wall material itself, as contrasting colors would show scratches more easily.

Specify harder surfaces in damage prone areas.

Use epoxy paint or glazed tile whenever possible on walls in highly traversed areas.

Lighting:

Dark or dimly lighted corridors, stairtowers, or dimly lighted alcoves and niches in corridors invite hiding and bodily injury.

The State law requires a minimum of 3 foot candles of illumination measured at the floor in all corridors and stairtowers and that no area be in total darkness.

Ceilings:

Students often find ceilings a challenge. They jump up to touch them or hit them with rulers and sticks. This is especially true for ceilings which offer the interest of finding out what is above the tile and the chance of having a trophy to take home - a full tile. This happens particularly in hallways, hangout areas, and other heavily used places. Drop-in ceiling tiles are prone to the epidemic effect of vandalism. If one tile is left pushed in for a long time, there is high probability that further damage will occur around the same spot. On the other hand, if quickly repaired, damage is less likely to occur. The failure to maintain the ceiling tiles in proper manner at all times, is also likely to permit the carrying and communicating of fire throughout a structure and could cause heavy damage in time of a fire by not providing the proper fire protection of the structure above.

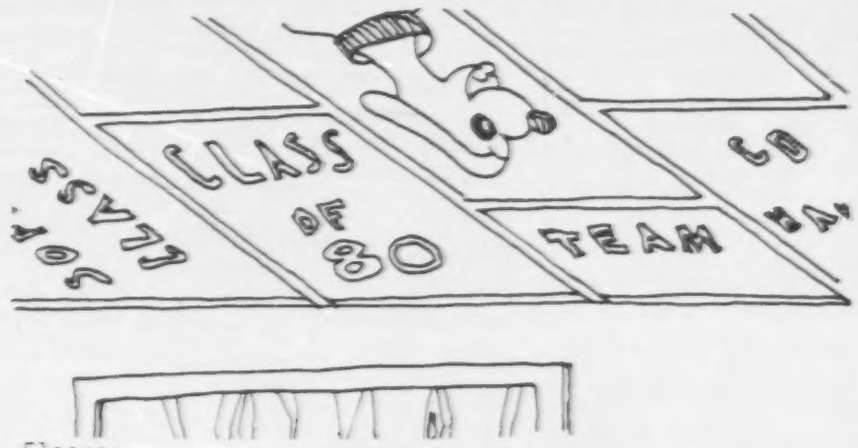
Specify hard surface ceilings in hangout areas, and avoid large expansive drop-in ceiling tiles in such areas.

When ceiling tiles are imperative in areas where students can reach the ceiling by jumping or using sticks, specify firmly attached heavy ceiling tiles that give way only slightly under pressure; or have students paint permissable pictures, art work, etc., on extra tile and install decorated tile in high vandal areas. Students will normally appreciate the display of their art work and discourage further vandalism.

The surface finishing of ceiling tiles should resist damage by marking. An easily cleaned surface material such as epoxy paint or glazed tile should be used even on the ceilings.

When painting, use a cover that does not contrast with a sub-surface color, so that if the ceiling is marred, the sub-surface color will not noticeably show through.

Use a quick drying paint so the custodians can touch up areas that need it from paint in stock. Such paint must conform with applicable code requirements.



Floors:

Floors like any other surfaces are prone to epidemic vandalism; one loose board, one loose floor tile, or a rip in a rug, readily leads to further damage in the immediate area. It is important to find materials that resist damage well and will not provide the culprit with a trophy or prize when damaged.

Materials used must be easily replaced with minimal visible effect.

Where soft floor surfaces such as carpets are necessary design them in small squares or units, so that when they are destroyed, they may be removed easily and neatly replaced.

Specify floors that can be repaired quickly, so that epidemic vandalism does not set in.

Provide hard surfaces for areas where hammering, painting and rough use is normal.

Do not provide carpeting in arts and crafts areas, homemaking areas, snack areas, or near sinks or easels in classrooms.

Do not place carpeting on the walls or any other vertical surface as they are easily vandalized in most cases and such use does not conform with the Fire Safety Code requirements.

Interior Fixtures:

Persons tend to sit on anything which is suitable for sitting, climb on anything that can be climbed or hang from anything that can be used as a trapeze. Persons respond to fixtures or hardware which are challenging and intriguing.

Systematically strengthen, protect, remove or replace such equipment when vandalism takes place.

Specify especially sturdy performance for all equipment and fixtures which protrude from the surfaces of school buildings. Treat them as vulnerable items which will be climbed upon.

In play areas, multi-use areas, and gathering places, avoid hardware and fixtures which can be climbed on and played with.

Specify tamper-proof screws on all equipment cover plates.

Maintenance staff should be advised to carry a small screw driver at all times, to quickly tighten loose screws on cover plates of electrical outlets and switches. A dab of epoxy material to prevent removal on the screw before reinserting it would hinder unwarranted removal.

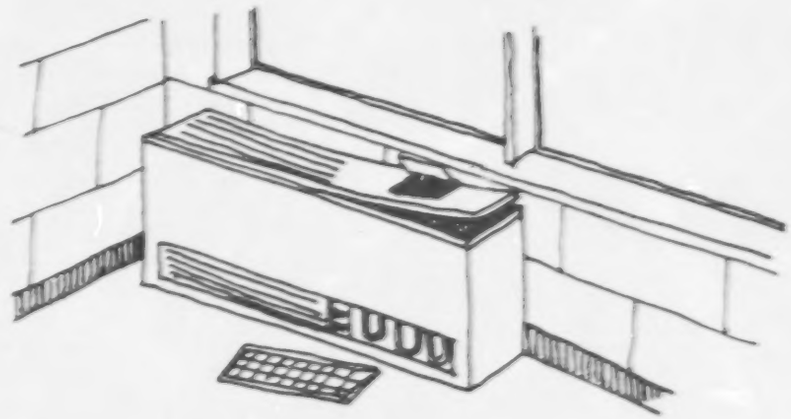
Light fixtures should be placed out of reach and preferably flush to walls and ceilings.

Thermostats should have proper covers so they cannot be readily vandalized or otherwise controlled.

Never install saw-toothed edges or barbs on top of items that can be used for chinning as they could cause physical injury to occupants.

Air conditioners should be placed in inaccessible areas wherever possible.

Avoid equipment which rewards students with a loud sound when hit or damaged.



Door Hardware:

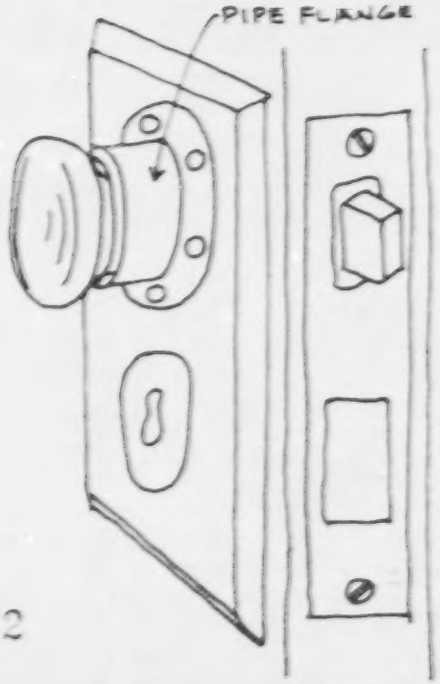
Doors and their related hardware are a necessary evil in the eyes of school maintenance and security people. Door knobs and closers are used to hang items from, chin on, lean on, used as steps, and as outlets for nervous persons. Locks and handles are the first target of thieves who disassemble them or fill them with super glue to regain or gain access to schools.

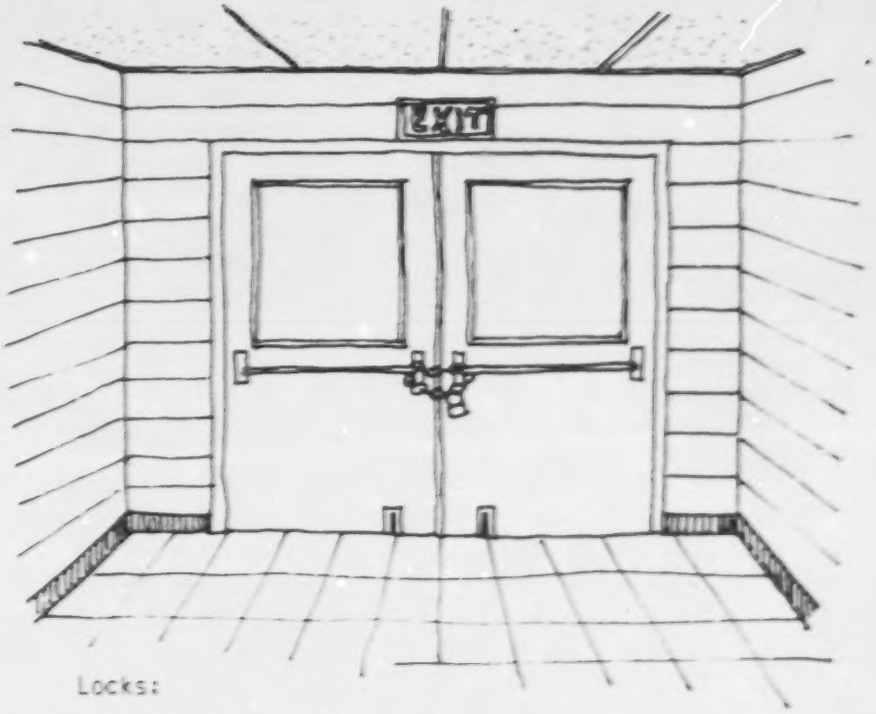
Knobs and Closers:

Specify door knobs and closers which can withstand especially rough abuse.

The use of lever type door hardware is not recommended as it is especially prone to breakage and catching clothing.

Choose door closers that the arm is not readily broken and the unit is not easily disassembled.





Locks:

Never install any locking type hardware that could be locked to prevent a person egressing from a building, as such installations violate the Connecticut Fire Safety Code and the General Statutes.

The use of slide-bolts, dead-bolt hardware, or padlock and chain installations is not permitted.

Schoolhouse type locking hardware which permits egress from the space is required on all doors from any space that can be occupied.

Dead-bolt type hardware, where dead-bolt automatically retracts when door hardware is operated from the inside is permissible.

Panic Hardware:

Protruding panic hardware on doors is not recommended as cross bars are easily vandalized and installation on exterior doors permits use of illegal chain and padlock; also, doors can be readily opened from the exterior.

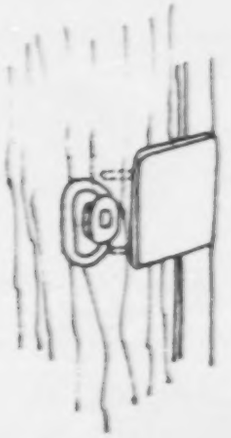
Install flush type panic hardware, which cannot be as easily vandalized and does not permit the use of chain and padlock which could entrap occupants in a building.

Exterior Hardware:

The use of any hardware on the exterior surface of any door is not recommended except at readily supervised entrances, such as main entrances.

Where numerous doors are necessary for egress from main entrances of schools and places of public assembly, it is recommended that only a limited number of these doors have exterior hardware. All of the doors must have proper panic hardware for egress from the inside, preferably the flush mounted type.

Provide pick cover plates on exterior doors to prevent picking of locks to open doors.



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Keys:

Select master key systems that permit only authorized personnel into their related areas.

Record distribution of all keys and make users aware of the importance of NOT leaving their keys in accessible areas, so that students can make clay or wax copies and reproduce the keys.

Keep all master keys in secured areas or cabinets at all times.

Hinges:

Select door hinges with pins that cannot be removed.

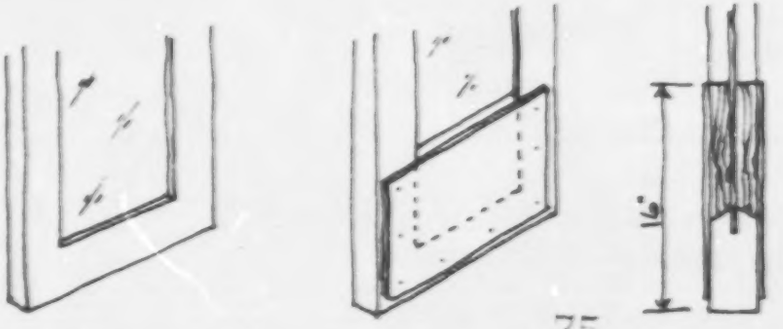
Select hinges that adequately support door weight and if possible bolt them through door.

Mullions and Astragals:

Select heavy duty mullions; always replace mullions immediately as they serve as door latch holders.

Kick Plates:

Kick plates should be used on doors in high traffic areas and are required wherever glass extends within 16 inches of floor.



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DOORS

Exterior Doors:

Exterior doors should be sturdy and not have vision panels in them, unless absolutely necessary, such as at main entrance doors.

Interior Doors:

Interior doors may have vision panels to prevent injury to occupants, but full vision panels are not recommended unless full vision is necessary for surveillance.

INTERIOR VIEW PANELS

Glazing on interior walls and doors is prone to unintentional as well as deliberate damage. This is especially true of glass extending down near the floor level which can be easily kicked, and glass located in hangout areas. Exterior windows in heavily used areas and adjacent to remote exits are also particularly damage prone.

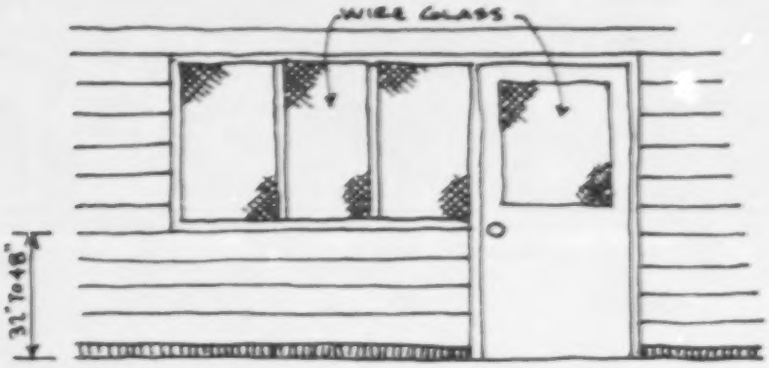
Specify solid panels in the lower half of doors and in walls along passageways. Avoid glass that can be easily kicked and broken.

While acrylics and plastics may sometimes be suitable substitutes for glass in exterior locations, they are easily marred by scratching and burning. Thick glass or metal and enamel panels may be more appropriate for heavily used areas.

NOTE: *The use of acrylics and plastics in interior view panels is prohibited if fire rating is required. It cannot replace wire glass.*

View panels in exterior doors, especially remote hidden areas, provide access to hardware and easy entrance to the vandal. The replacement of remote

doors with solid doors is recommended.



Windows and Door Sidelights:

Windows that are operable and sidelights adjacent to exit doors provide view of interior door hardware, view of items in occupancies, and provide the burglar or vandal with ready access.

Where there are excessive windows in occupancies, all but one (1) window may be covered over to prevent interior viewing, which also saves heat loss.*

*Where windows are operable, all but one (1) window may be nailed, secured or welded shut.**

*Where vandal or protective screens are desired over windows all but one (1) may be fixed in place.**

Exterior door glass sidelights in high vandal areas may be removed or covered over with sturdy, non-combustible material. If exterior light is desired, provide transom light only, of vandal resistant material.

**Connecticut law requires that unless an entire building is 100% sprinkled, one (1) window or door out of every student occupancy must be readily operable from the inside without the use of special tools and where screens are provided they must be operable from inside without use of special tools and not fall free but be hinged.*

ADMINISTRATIVE AND STAFF AREAS

School administrators and staff have a need to be isolated, yet evidence shows a definite value in having them visible.

Offices:

Proper view panels or windows from administrative or staff areas overlooking parking lots, main entrances, and student congregating areas tend to serve as a deterrent to vandalism and rowdyism.

Vaults - Safes:

Signs stating "MONEY IS REMOVED AT NIGHT" *or* "RECORD VAULT ONLY - NO MONEY" *will serve as a deterrent to burglars.*

Have all vault doors in plain view and lighted at night.

No money should ever be kept in a school overnight.

Staff Rooms or Lockers:

Staff rooms should always be locked and where lockers or drawers are provided, they should have vandal proof locks.

LABORATORIES

Science, Chemistry, Physics, Biology laboratories are prone to vandals who desire to destroy items, and intruders who desire to steal expensive equipment or manufacture bombs and fireworks.

Equipment and Supplies:

Expensive equipment should never be stored in plain view.

All expensive resaleable items and dangerous chemicals should be stored out of sight and in locked storage rooms.

Engrave portable equipment where possible with school name.

Have and maintain student checkout and return of all equipment of value.

Store flammable liquids in locked fire-rated cabinets.

Miscellaneous:

Provide vandal proof drains in laboratory floors.

When caps of water, gas and air controls are stolen, paint controls with identifying colors.

Keep L.P. Gas in laboratories shut off until needed.

MUSIC, ARTS AND CRAFTS ROOMS

Musical instruments, arts and crafts supplies are vandal prone and readily saleable.

All musical instruments and related amplifier equipment and art supplies and equipment, when not in use should be stored in locked storage rooms.

Engrave school name wherever possible on musical instruments and art equipment.

Keep flammable aerosol paint cans out of view in locked fire-rated cabinets.

BUSINESS ROOMS

Typewriters, calculators, adding machines, dictating or transcription machines, are readily saleable and easily vandalized during and after school hours.

Where equipment is desk or table mounted, it should be anchored down with locking bolts.

The use of school-owned hand held calculators is not recommended, as they are easily stolen.

DISTRIBUTIVE EDUCATION ROOMS AND SCHOOL STORES

Cash registers should be left open after hours and areas signed "MONEY REMOVED AFTER HOURS" or ONLY PLAY MONEY USED".

There should be no exterior access or windows in school stores.

Interior view windows should be provided for easy surveillance, and stores should have continuous staff supervision.

Students should be involved in setting up displays and operating the store to give them a personal interest in it.

LIBRARIES

Install exit alarms on exit doors, never use chains and padlocks or dead bolts on doors.

Have all ingress-egress doors readily visible from the charge desk or staff areas.

Install book detection system in all books and station at main exit.

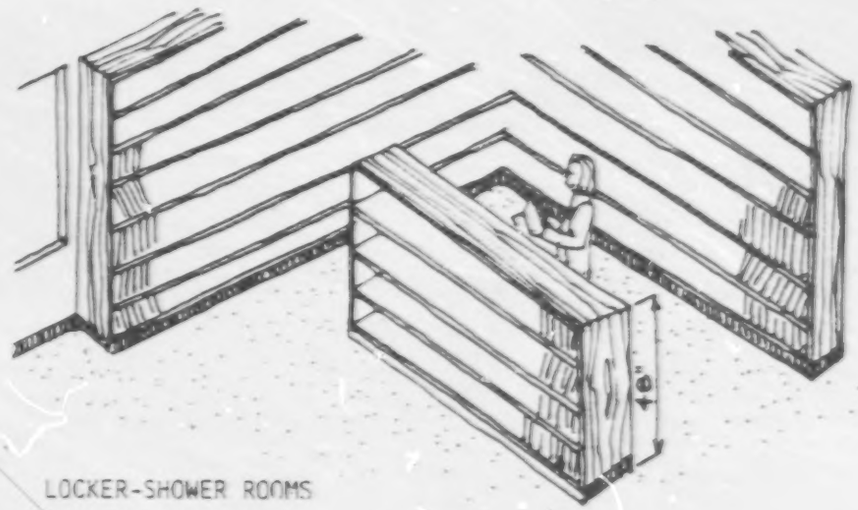
Turnstiles preventing egress are prohibited if they block required means of egress. Minimum exit width is 32" clear.

Tape recorders, audio - visual equipment, etc., should be engraved with school name, kept in locked storage rooms - never in plain view - and should be signed in and out.

Layout library stacks and study carrels to prevent

blind spots and hiding places which encourage vandalism and bodily injury. Stacks in the open should not be over four (4) feet in height.

Where carpeted study niches are provided they should be readily visible and supervised.



LOCKER-SHOWER ROOMS

Clocks, speakers, light fixtures, and thermostats should be recessed or screened.

Floor drains should be vandal proof.

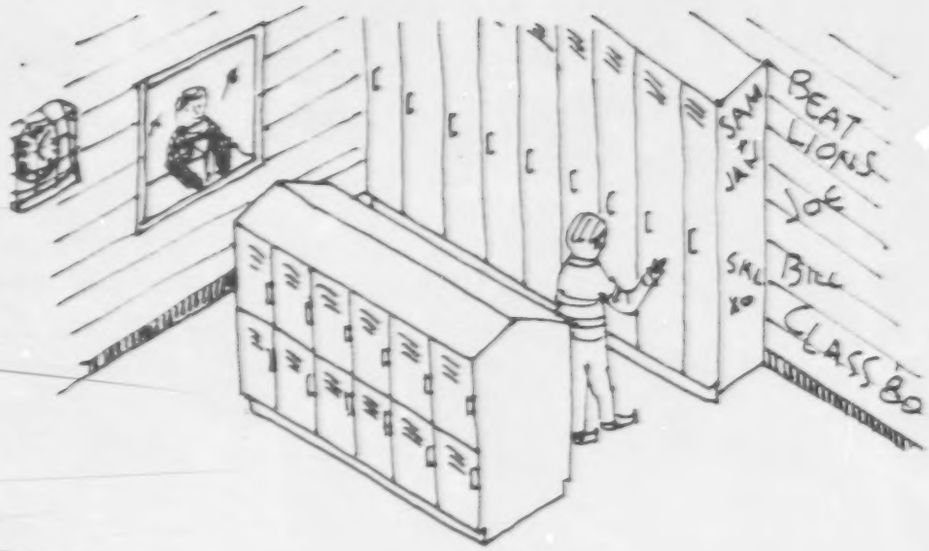
Instructor's office should have clear vision of all spaces and if possible, shower areas.

Avoid dead end locker changing areas.

Provide locked storage areas for gym and athletic equipment.

Use low profile lockers with sloped tops, and anchor the lockers securely to the floor.

Remove exterior hardware from doors direct to the exterior.



SERVICE AREAS

Most service and related areas are not readily supervised, creating hiding spaces, easy vandalism and pilferage.

General Service:

Janitorial-custodial maintenance storage rooms, boiler rooms, electrical switch gear rooms, mechanical equipment rooms, projection booths, pipe and duct tunnels, stage lighting and rigging areas, and educational and physical education storage areas should be locked at all times.

Avoid exterior windows, skylights and doors wherever possible and where doors are required or necessary do not provide exterior hardware.

Students should not be allowed in restricted areas at anytime and doors must be kept closed, per the State Fire Safety Code.

Store flammable liquids in locked fire-rated cabinets.

Food Service:

All food storage rooms, freezers and coolers should be keyed separately and be kept locked when the kitchen is not in use.

Avoid exterior windows and skylights. Remove exterior hardware from exterior doors.

GRAFFITI

Staff members have their names on doors and speak over loudspeakers. Students often have no legitimate way to establish their own identity in a school. Therefore they identify themselves by graffiti on corridor and occupancy walls. In many cases such areas are highly visible to persons in the school and they become advertising space for students. In dealing with graffiti it is important to distinguish between malicious and obscene graffiti and self-expressive, decorative wall writing.

Systematically identify areas of the school which have large volumes of traffic and graffiti. Specify wall materials in these areas that allow malicious graffiti to be removed rapidly while other forms of non-malicious wall writing can be left until a regular monthly cleanup.

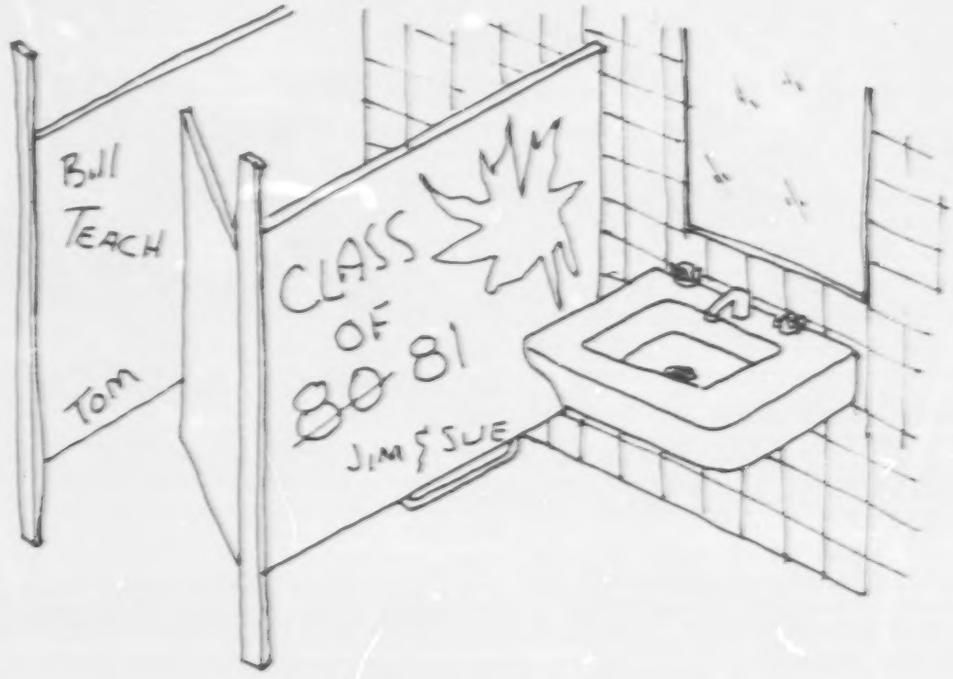
Graffiti may be guided onto wall surfaces that are readily cleanable by painting them light colors, as light walls tend to attract graffiti more than darker wall surfaces.

In graffiti areas specify glazed surfaces from floor to ceiling. Wash surfaces regularly but only once or twice a month, otherwise the writing-washing cycle becomes a form of competition.

The quick removal of graffiti in lavatories especially, causes epidemic graffiti and racing to replace graffiti over new paint. Retaining graffiti on some wall surfaces until the end of a school year will end the race and reduce cost of repainting.

Where students tend to damage ceiling tiles, provide tiles that students may decorate by painting their own designs on, and install them in high vandal areas.

interior smoking areas be designated as it removes the problem from lavatories and other areas. Providing controlled areas for smoking will normally result in less student antagonism.



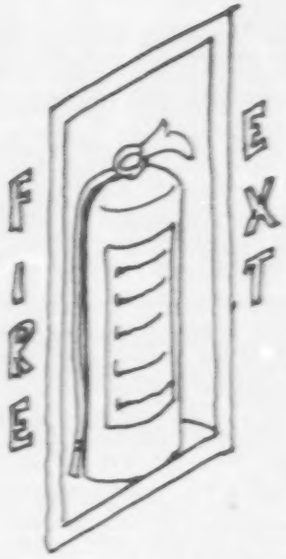
SMOKING

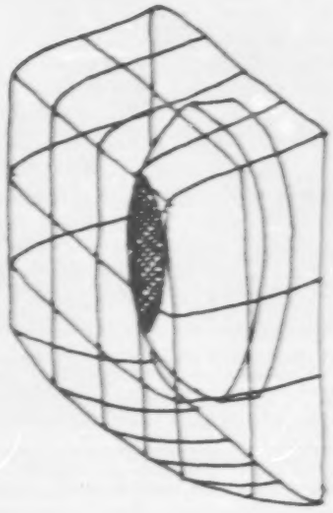
State laws prohibit smoking in places of public assembly and in school classrooms.

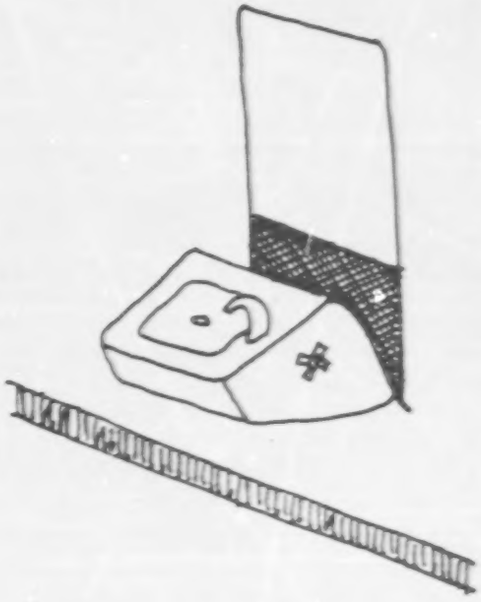
Smoking in a school in unauthorized areas causes health problems and numerous fires.

It is a recommendation that exterior and if possible

CHAPTER 4







MISCELLANEOUS EQUIPMENT AND ACCESSORIES

FIRE EXTINGUISHERS

Fire extinguishers are required by law to be readily accessible at all times, yet due to their accessibility, they are easily stolen or maliciously used.

Install fire extinguishers in readily supervised areas, never hidden in alcoves. A recommended area is on the corridor wall opposite the occupancy door.

Never install a fire extinguisher in a cabinet with instructions to break glass, as such installation is in violation of State Fire Safety Code. The unit would not be readily accessible.

Purchase fire extinguishers of a size that cannot be hidden in lunch boxes, under coats, etc. Have the unit factory-stamped as school property.

Install pressure switches under fire extinguishers mounted in cabinets, which are wired to a buzzer in the nearest occupied classrooms, so the buzzer will sound if fire extinguishers are lifted.

Paint handles with hard to wash off ink or ultra-violet ink.

FIRE ALARM SYSTEMS AND RELATED EQUIPMENT

Fire alarm pull boxes, smoke detectors and product of combustion fire detectors are often misused by vandals who pull fire alarm boxes, or use cigarettes, matches and hair sprays to activate smoke and fire detectors.

Fire alarms should be placed where they can be readily supervised, such as opposite occupancy doors in egress corridors, as opposed to placing them directly within stairtowers at exits to the exterior.

The Connecticut Fire Safety Code does not permit fire alarm boxes to be contained in locked cabinets. They must be located in means of egress corridors, not in classrooms or closets. They must be accessible at all times.

Specify fire alarms which require more than one step to set them off, such as units that have a hammer attached to break the glass and require pulling of a lever. Avoid one step fast fire alarms that are easy and fun to set off.

Do not specify fire alarm boxes with a double alarm system which rings first in the box area or in the office and then with a delayed alarm to the fire station. Such alarm systems are not permitted in the State of Connecticut.

Never disconnect a fire alarm system in a school. They are required by law.

Install wire guards over fire alarm flashing lights on visual alarms if they protrude from the wall.

Paint fire alarm pull handles with ultra-violet ink in vandal prone areas.

Where "break glass" stations are used, install mirrors instead of glass. It appears to reduce breakage.

Where false alarms are numerous, always evacuate and simultaneously check to ensure there is no fire. Do not publicize false alarms. This only increases the frequency.

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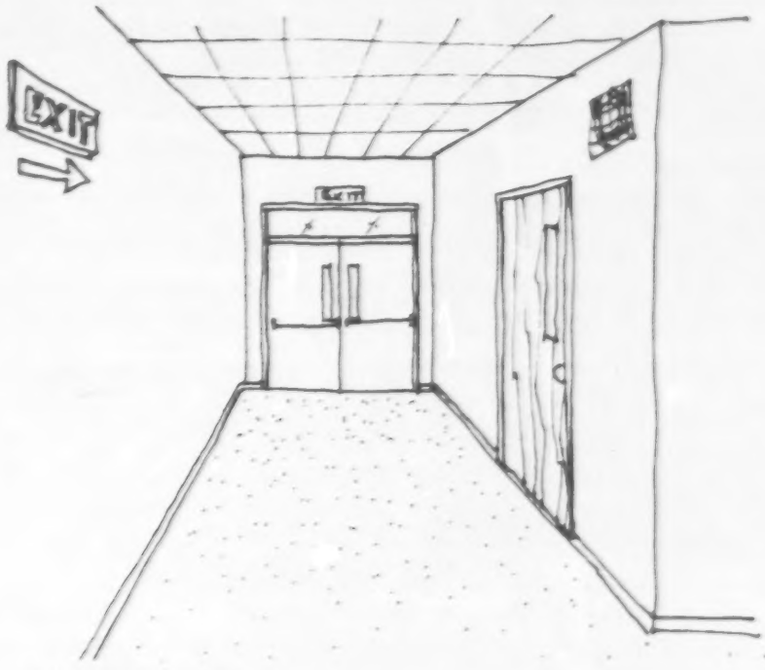
EXIT SIGNS

Locate exit signs flush with walls wherever possible. If they must be ceiling mounted, securely attach them to the structure and protect them with wire guards. Select exit sign faces that are not breakable.



EMERGENCY LIGHTS

Attach electrical wiring for remote systems directly into circuit. Do not use plugs as they will be unplugged. Locate emergency lights out of reach if possible. Select central control system if possible, with recessed lights on walls or ceilings. Where individual units are used, install wire guards to prevent unauthorized redirection of flood lights.

SPRINKLER SYSTEMS

Maintain sprinkler control valves in locked rooms then chain and padlock valves in open position.

Install waterflow alarms that will sound the fire alarm signal at fire headquarters.

Maintain extra replacement sprinkler heads and shutoff wedges to shut off heads that have been set off by vandals.

FIRE STANDPIPE SYSTEMS

Frequently check hoses as they may be cut by vandals.

Frequently check hose nozzles as they may be blocked, or stolen if they are brass.

Replace hose nozzles with cheaper metal or plastic units.

Install waterflow alarms tied into fire alarm system.

If standpipes are not required by law in the facility, check with fire marshal and fire chief for permission to remove them.

EXTERIOR FIRE HYDRANTS AND HOSE CONNECTIONS

Attach covers with chains.

Check hose connection; vandals may have blocked the interior piping.

CANDY AND SODA MACHINES

Locate dispensing machines in supervised rooms, not in corridors or stairtowers. Sign machines "ALL MONEY REMOVED AT END OF DAY".

UNIT VENTILATORS

Specify sloping top surfaces on unit ventilators that cannot be climbed on or sat on.

Maintain unit ventilators clean of paper or trash to provide proper heat and ventilation and discourage vandals from setting them on fire.

TRASH CONTAINERS

Trash containers overflowing in classrooms and offices invite arsonists and smokey fires.

It is illegal to locate trash containers in corridors and stairtowers.

When wastebaskets are frequently overflowing in classrooms, provide additional units or remove trash more frequently from facilities, so they do not invite arson.

CHALKBOARDS - TACKBOARDS

Metal-backed chalkboards are recommended versus soft surface units that are easily gouged and scratched. These units can also be used with magnets to attach items.

Avoid boards that require flow pens, as the pens will be taken and used by vandals for graffiti.

Avoid cork boards with exposed surface as the cork surface will be removed.

MIRRORS

Select mirrors that are resistant to breakage and that are not easily scratched.

LOCKERS

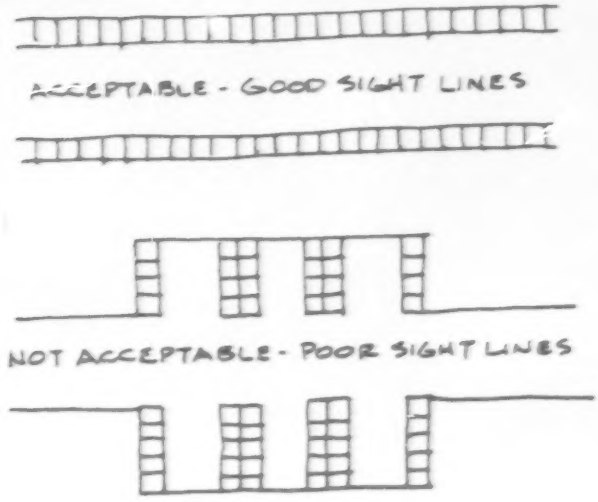
Lockers should not protrude from walls. Select low lockers if they are free-standing to provide vision over units.

Select lockers of sturdy heavy gauge metal, with recessed handles and locks.

Where there are ventilation louvers in the locker doors, they should be sloped down to prevent flammable liquid from being poured in.

Lockers should be located so they are always readily visible, not in corridor recesses or alcoves. Avoid dead-end corridors with lockers.

Assign lockers for long terms, such as the length of time the student will attend school, 2 to 4 years. Emphasizing student ownership and permitting decoration with decals or painting, will give a feeling of personal pride and responsibility and will help deter theft and vandalism.



ELEVATORS

Elevators provide many hiding places where bodily injury may take place.

Elevators should be key operated, with the keys assigned only to supervisory staff and handicapped individuals.

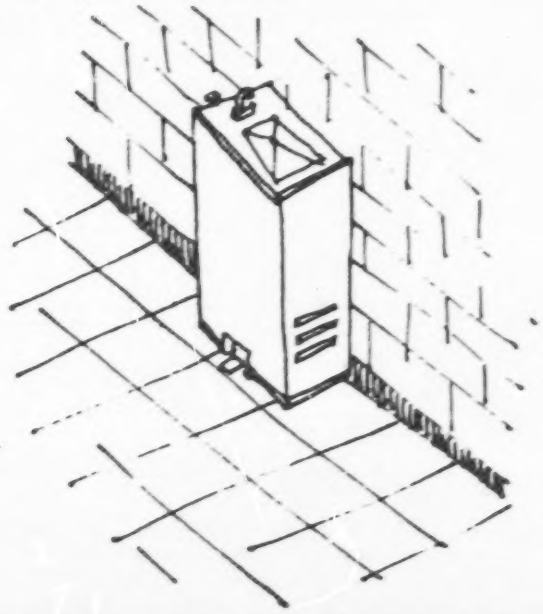
Interiors of elevators should be of sturdy construction and reasonably vandal proof.

Locate elevators in readily supervised areas.

DRINKING FOUNTAINS

Select sturdy, floor mounted drinking fountains, including those for the handicapped, because wall-hung models will be sat on or pulled off the walls.

Locate minimum quantity of drinking fountains in corridors and locate them in readily supervised areas to prevent vandals from stopping up the drains and flooding floors.



ELECTRICAL CONTROLS, SWITCHES, WIRING DEVICES

Locate light switches for corridors, stairs, and places of public assembly in adjacent janitorial-custodial closets or other locked areas.

Locate light switches for occupancies in readily visible locations.

Conceal or encase all electrical wiring in conduits.

Put a dab of epoxy material to prevent removal on all accessible screws holding exposed plug outlets or switch cover plates.

Electrical lights should be flush with walls or ceilings wherever possible.

THERMOSTATS

Provide vandal proof guards with locking devices.

CABINETS

Breaking and entering into cabinets is common.

Cabinets for the storage of prescription drugs should be of sturdy construction and doors should not have view panels or exterior hinges. Cabinets should be well anchored and have pick-proof locks.

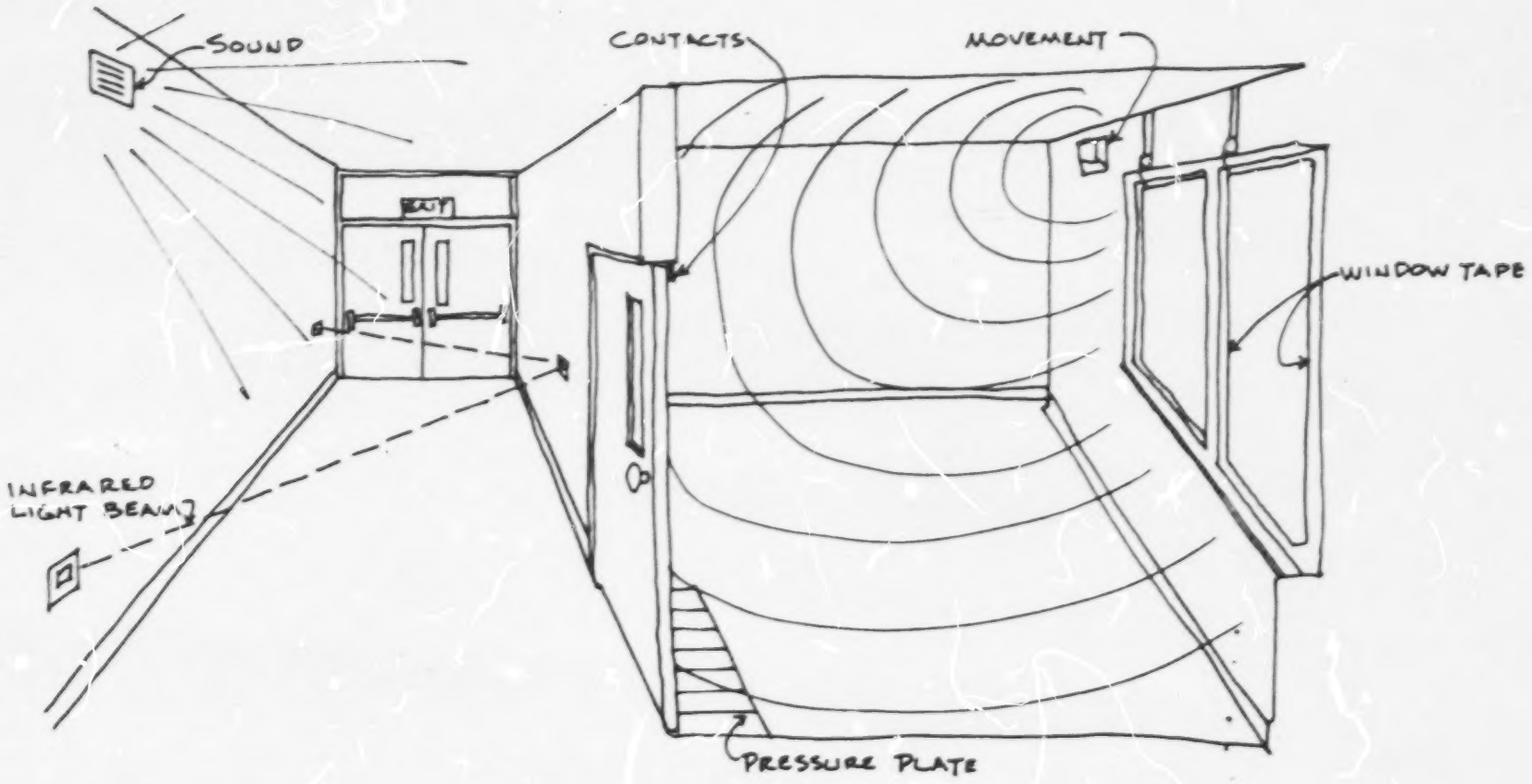
Particle board or press board for cabinet construction are not recommended as they do not hold screws, and joints commonly fail.

Always use first quality hardware; hinges with pins that cannot be removed, bolt-through connections and vandal proof screws.

AIR GRILLS

Interior and exterior air grills should be as high as possible, should be of sturdy metal - not aluminum, and should be installed with vandal-proof screws or rivets.

CHAPTER 5


SOUND
CONTACTS
MOVEMENT
WINDOW TAPE
INFRARED
LIGHT BEAM
PRESSURE PLATE

INTERNAL SECURITY

GENERAL ALARM SYSTEMS

Alarm systems serve to warn occupants of fire and to sometimes catch those seeking unauthorized access to school buildings. Alarms have been successful in decreasing the incidence of fire, breaking and entering, and theft. They have been less successful in preventing non-malicious property damage.

Three kinds of alarms are common in schools: audio alarms, which pick up loud sounds; contact alarms, which register the break in electrical circuits; and sonar alarms, which register movement within buildings.

Security alarm systems reduce vandalism, burglary, and in many cases monitor such items as freezers, building temperatures and water flow.

The action of these alarms is of two types: one type remains silent within the school and registers at an outside agency or the police or fire departments; the other sends off a loud alarm within the school, possibly also registering at an outside agency. Choosing one system over another depends on whether school administrators are more interested in catching intruders, or in discouraging them and scaring them away.

Factors to consider are the problems that may arise. A common problem in school alarm systems is false alarms. Audio alarms may be triggered by absent-minded staff members on a late trip to the office or classroom, and sonar alarms may be disturbed by wind currents or a strayed piece of paper.

Key Areas:

No matter what alarm system is chosen it is important to place them selectively in the schools.

The priority of areas to be covered should be determined by value and desirability of contents as complete coverage is usually not feasible.

In most cases, it is suggested that more than one type of intrusion alarm system be located within the facility to cause confusion to intruders.

High priority areas for installing intrusion alarms are administrative offices, record storage areas, cafeterias, pantries, teachers' lounges, audio-visual equipment areas, data processing and business equipment areas, public address system areas, instructional material storage centers, auto mechanics and industrial arts centers, libraries, band rooms, general storage areas, and portable classrooms.

Install magnetic switches on all doors and operable windows that will indicate when such doors or windows are opened.

Install burglary alarm systems on all windows in vandal prone rooms.

Provide light beam movement detectors or sound detectors in vandal prone corridors.

Provide pressure plates under carpets, or install movement detectors or sound detectors in high vandal and theft areas.

Provide staff supervisors and key custodians or maintenance personnel with small portable 2-way radios. In this manner they can rapidly communicate with the principal's office or security personnel in the facility, to get immediate response to problems. Knowing that a quick response is likely, is a great deterrent to trouble makers.

SYSTEM DESIGN

Security systems should NOT be laid out by a commercial distributor or manufacturer but by an independent consultant or security specialist, who will be familiar with several different systems.

Excellent advice may be obtained from School Security Directors, Plant Maintenance Directors, local or state law enforcement officers, and qualified private security consultants, not connected with the manufacturers or their agents.

When the basic requirements of the system have been outlined, then manufacturers or distributors may be approached for demonstrations and prices.

Remember that all equipment must be Underwriters Laboratory approved, wiring and equipment must meet National Electrical Code requirements, system must not carry and communicate fire, and the plans and specifications must be approved by the State Department of Education, School Facilities Unit, prior to bidding.

INSTALLATION

In new facilities, security systems should be designed into the original plans as installation after construction may be complicated or difficult.

All wiring must be properly concealed.

All sensors, contacts, and the like should be hidden and inaccessible.

Controls and related equipment should be located in locked rooms or closets away from high traffic areas and out of sight.

As most security systems operate via phone lines, such line connections and terminals should be inaccessible,

preferably underground, or they may be vandalized to make them inoperable.

CONTROL PANELS

Power sources should be A.C. and have at least a 24-hour D.C. emergency power back-up supply, in case of a power outage.

Trouble signals should sound in supervised areas or the local police station, if the system loses power or is tampered with.

Panel access keys should be held by the principal, vice principal, and head of maintenance.

Schools should be zoned into several areas with separate provisions for night occupancies. Audible alarms in a facility should not automatically shut down, but should be shut down by key, once they are activated. Automatic shut-down and re-set timers are not recommended unless the alarm is meant only for scaring intruders.

ANNUNCIATION PANELS

Security alarms must initiate a response by security personnel or they serve no purpose as a crime deterrent.

The following are types of annunciation that will initiate a response:

(1) *Proprietary Terminal - school district is totally responsible for alarm monitoring.*
(2) *Direct Connection - alarm sounds at the local or state police station or the fire department.*
(3) *Commercial Central Station - alarms are directed to a professional monitoring service.*
(4) *Automatic Phone Dialers or Radio Communication - automatically contacts police or school staff members.*
(5) *Local Alarm - sounds only in the facility to scare off intruders.*

RESPONSES

Security alarms should initiate a response from local or state police, fire protection, school security personnel and administrative staff to be properly effective.

Private security response is not recommended as they will need keys and will not be acquainted with the facility.

When local alarms are used, neighbors should be made aware that when the alarm sounds their cooperation is necessary for calling the police.

MAINTENANCE

Maintenance contracts for 24-hour coverage are recommended to maintain the systems properly. When such contracts are not available a member of the school staff should be properly trained and assigned to maintain the system.

SCHOOL SECURITY CHECKLIST

INSTRUCTIONS: Visually inspect each door, window, building, etc., noting the type and location of any weakness which should be corrected. Refer to the "Guidelines" for additional information and guidance.

I. DOORS

All exterior doors must meet the following criteria. Where security is required, some interior doors must also meet the same criteria.

a. Locking hardware is in proper working order;
b. Framework is strong, and door fits snugly;
c. Strike plate is strong and securely affixed;
d. No breakable glass (in door or sidelights) within 40 inches of panic bar or button;
e. Door cannot be bypassed (e.g. through transom or decorative paneling above door);
f. Panic bar (or button) operates properly;
g. Exposed hinge-pins on outswing doors cannot be easily removed;
h. The inactive (stationary) leaf on double doors is secured at both top and bottom;
i. Overhead door is secured with auxilliary locking device;
j. Portals and hatches are secured with heavy-duty hasp and padlock;
k. Key Numbers have been removed from all padlocks;
l. Exterior doors equipped with protruding panic bars are secured at night and on weekends.

(Note: Safety requirements never allow the use of chain and padlock when building is occupied).

1. Are all outside entrances secure? Yes No
2. Are all inside doors secure? Yes No
3. Are all overhead doors secure? Yes No
4. Are all portals and hatches secure? Yes No
5. Are all ventilation grills in exterior walls secure? Yes No

If "No" was checked, list each item below with appropriate recommendation.

Item (type and location)	Recommendation

II. WINDOWS

All ground floor or other accessible windows must meet the following criteria:

a. Locking hardware is in proper working order;
b. Opening is protected with burglar resistant glazing or decorative grill; or
c. (Option to b) Broken windows are normally replaced with burglar resistant glazing;
d. Additional security is provided for window openings with air conditioning units;
e. Basement windows are protected with security grill or well cover.

Note: Life Safety Code requires that each room have at least one window which can be used for emergency rescue.

1. Are all ground-floor and other accessible windows secure? Yes No

2. Are all windows maintained shut? Yes No

If "No" was checked, list each window below with appropriate recommendation.

Window (type and location)	Recommendation

III. MISCELLANEOUS OPENINGS AND OUTBUILDINGS

All openings and exterior barriers must be checked for adequate security. Particular attention must be given to roof hatches, cornices above protective porches, and sheds containing combustibles or expensive maintenance or athletic equipment.

1. Are all openings such as vents and grills accessible to the intruder secure? Yes No

2. Are all outbuildings, storage sheds and portable classrooms secure? Yes No

If "no" was checked, list each opening below with appropriate recommendation.

Opening (type and location)	Recommendation

IV. KEY CONTROL

Optimum security is contingent upon a proper control system for keys. Minimum criteria to be met are:

a. The responsibility for lock and key control is assigned to a single individual;
b. All file keys and duplicates are kept in a steel key cabinet, under lock and key;
c. All keys are maintained and issued with strict supervision, including the requirement that each key issued must be signed for (using key receipt tags);
d. Master keys are kept to a minimum and are retained by top administrative personnel only (principal, assistant principal, and maintenance supervisor);
e. Appropriate fines or penalties are enforced when an employee loses a key;
f. Employees are never permitted to have a duplicate key made on their own;
g. Keys are always collected from employees who terminate or transfer;
h. All keys are collected and logged at the conclusion of the school year; the key control system is re-evaluated, inadequacies corrected, before keys are reissued;
i. Tumblers in vital locks are changed if keys are permanently lost or stolen.

1. The key control system is adequate? Yes No

2. The key cabinet is maintained with sufficient number of hooks, tags, and supervision? Yes No

If "No" was checked, indicate inadequacy and recommendation below.

Inadequacy	Recommendation

V. LIGHTING AND ELECTRICAL BOXES

1. Is the perimeter of the school building protected by adequate lighting? Yes No

2. Are all lights checked periodically for proper operation? Yes No

3. Are repairs to lights and replacement of inoperative lamps made immediately? Yes No

4. Is there sufficient light to provide marginal coverage in case a bulb burns out? Yes No

5. Are all accessible lenses protected by some unbreakable material? Yes No

6. Is additional lighting provided at entrances and other points of possible intrusion? Yes No

7. Is the wiring for protective lighting properly mounted and covered? Yes No

8. Are switches and controls properly located, protected, and secure? Yes No

9. Are adequate repair items for lighting system kept on hand so repairs can be made rapidly? Yes No

10. Are parking lots and sidewalks adequately illuminated? Yes No

11. Are corridors and stairwells properly lighted for safety? (three foot candles) Yes No

12. Are directional lights aimed at the building rather than away from it? Yes No

13. Are wall mounted lights climbable to gain access to the roof? Yes No

If "No" was checked, list problem and location with appropriate recommendation.

Problem and location	Recommendation

VI. PERIMETER AND GROUNDS

Fencing

If the school grounds are fenced:

1. Is the fencing high enough? Yes No
2. Are trees and telephone poles far enough away from the fence to prevent climbing? Yes No
3. Are the gates as well constructed as the fence itself? Yes No
4. Are gates secured by good padlocks or chains? Yes No

(Note: Barbed wire is not permitted on top of fences).

Landscaping

1. Are shrubs adjacent to building trimmed low enough? Yes No
2. Are trees adjacent to building climbable to gain access to roof? Yes No
3. Do perimeter trees and shrubs permit patrol visibility? Yes No
4. Are wood skids, pallets, storage, kept away from rear doors and windows? Yes No
5. Are vacant lots or buildings adjacent to school grounds kept clean and neat? Yes No
6. Are school grounds and landscape kept free of loose rocks, gravel, stones, and bricks? Yes No

7. Are dumpsters and liquified gas tanks kept far enough from building to prevent window or roof access? Yes No

Visibility and Access

1. Are all areas of the school buildings and grounds accessible to cruising police vehicles? Yes No
2. Are buildings visible to passing patrol cars? Yes No
3. Are buildings visible from adjacent occupied buildings? Yes No

If "No" answers were checked, identify each problem below with appropriate recommendation.

Problem	Recommendation

VII. STAFF

1. Are there written regulations regarding access and control of school personnel after school hours? Yes No

2. Are there written regulations regarding after school activities? Yes No

3. Are staff members who remain after school hours required to sign out? Yes No

4. Are faculty members required to lock classrooms upon leaving? Yes No

5a. Is one person designated to perform the following security checks at the end of each school day? Yes No

b. After night activities? Yes No

Check that all classrooms and offices are locked?
Check all restrooms, locker-rooms to assure that no one is hiding?
Check all exterior entrances to assure that they are locked?
Check all night lights to assure that they have been turned on?
Check the alarm system to assure that it is functioning properly?

6. Is the telephone number of the principal or other authorized person posted at the main entry so the police can make contact in the event of a suspicious or emergency occurrence? Yes No

7. Are signs restricting access to school grounds posted? Yes No

8. Are walls and fixtures in unsupervised hang-out areas durable and well protected? Yes No

If "No" was checked, list problem and location with appropriate recommendation.

Problem and location	Recommendation

VIII. PROPERTY IDENTIFICATION AND INVENTORY CONTROL

1. Has all school equipment been permanently marked with an Identification Number? Yes No

2. Have Operation ID Warning Stickers been placed at all entrances and on marked items? Yes No

3. Is an up-to-date inventory of all school equipment maintained? Yes No

IX. ALARMS

Is the school protected by an alarm system?

If yes:

a. Is there a test of the entire system at least every six months? Yes No

b. Is the number of false alarms kept below two for any six-month period? Yes No

c. Upon alarm activation, is there a trained, armed person on the site within 20 minutes? Yes No

d. Have responsible members of the community living near the school been requested to call the police if the alarm bell is heard? Yes No

e. Is there always someone available with keys to the school and alarm when the alarm is activated? Yes No

f. Are suitable procedures established for turning the system on and off? Yes No

g. Are high-risk areas protected (i.e. Office, Cafeteria, Shops, Music Rooms, Laboratories, Audio Visual rooms, etc.) Yes No

h. Can selected areas of the school be used while the remaining areas of the school are protected? Yes No

i. If public utility power fails, is there back-up power to keep the system operating without generating an alarm signal? Yes No

If no:

Is an alarm system necessary? Yes No
(describe system recommended)

Recommended Types	Recommended Location(s)
Sensors (Detectors)	_____
Contact Switches	_____
Photo Electric Beam	_____
Passive Infrared	_____
Sound Monitoring	
Voice Dialer	_____
Digital Dialer	_____
Signal Transmission	
Leased Lines	_____
Auto Dialer	_____
Voice Dialer	_____

Recommendations _____

_____

_____

_____

_____

_____

INCIDENT REPORT

School Name _____ Date of Incident _____

TYPE OF INCIDENT: ( ) Trespass on school property ( ) Broke into school building(s) ( ) Threaten to set off bomb(s)
( ) Set off bomb(s) ( ) Stole items without force/threat against person(s) ( ) Use of Drugs
( ) Use of alcohol ( ) Set fire with intent to burn building ( ) Participated in group conflict
( ) Willfully destroyed/damaged school property--not by fire or bomb ( ) Set off false fire alarm
( ) Took something from a person by force ( ) Attack person physically ( ) Possessed alcohol
( ) Possessed drugs ( ) Possessed weapon(s) ( ) Disrupted school activity
( ) Other - please specify _____

LOCATION OF INCIDENT: _____

TIME OF INCIDENT: ( ) School hours ( ) After school hours ( ) Before school hours ( ) During special event ( ) Vacation
a.m. _____ ( ) Weekend ( ) Scheduled community event ( ) School athletic event ( ) Field trip
p.m. _____ ( ) Other _____

WEATHER CONDITIONS: ( ) Clear ( ) Cloudy ( ) Rain ( ) Snow ( ) Sunny ( ) Other _____

INCIDENT DISCOVERED BY: _____
INCIDENT REPORTED TO: ( ) Local police ( ) State police ( ) School security ( ) Superintendent ( ) Insurance
( ) Fire marshal ( ) Other _____

TYPE OF ENTRY: ( ) Forced ( ) Non-forced ( ) Unknown If forced entry describe _____

DESCRIPTION OF INCIDENT: _____

LOSSES: List of all losses and/or damage

Item	Stolen	Damaged	$ Value	Item	Stolen	Damaged	$ Value

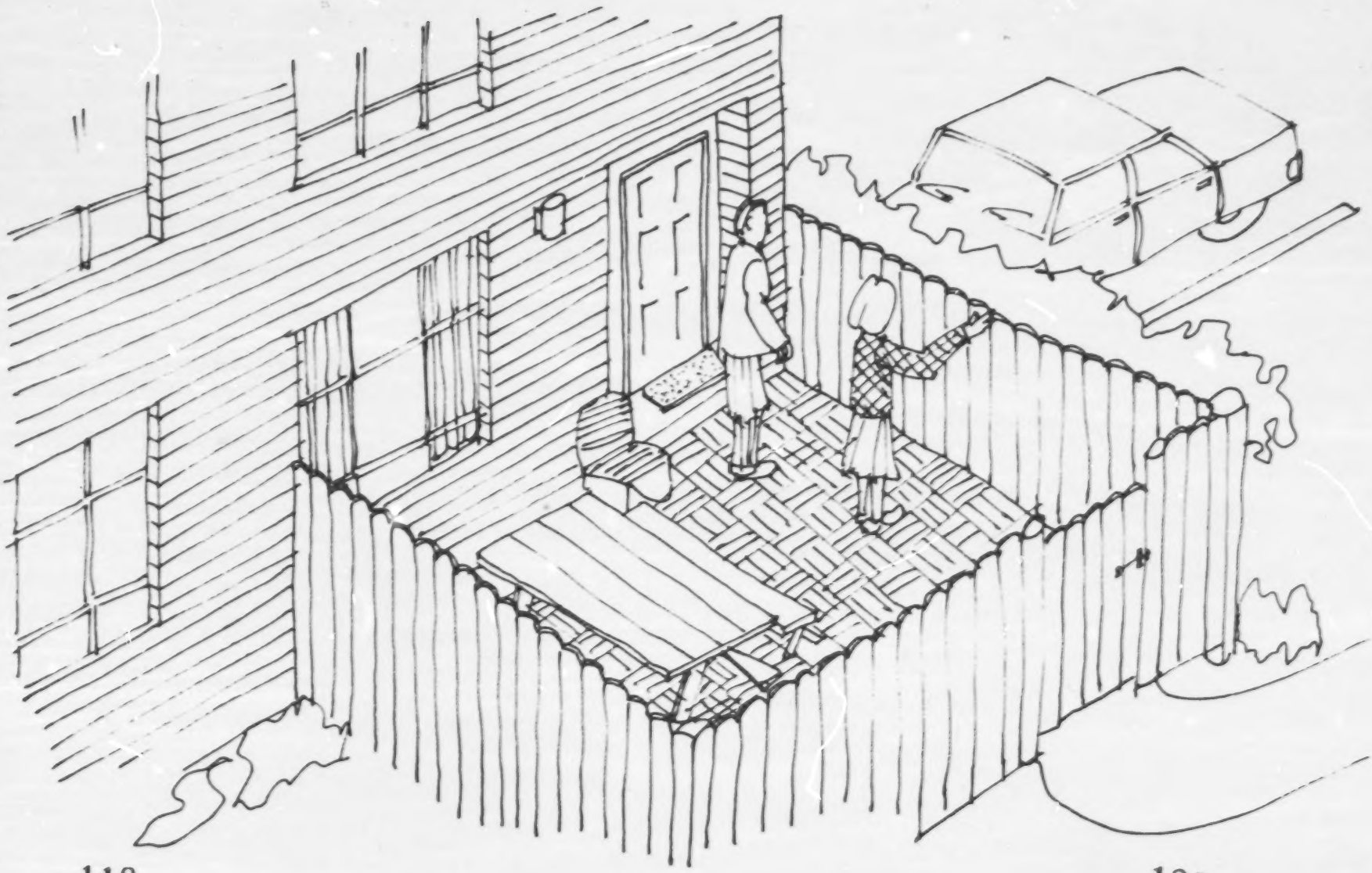
Have person(s) been apprehended? ( ) Yes ( ) No Have stolen items been recovered? ( ) Yes ( ) No
Have stolen or damaged items been replaced? ( ) Yes ( ) No Have damaged items been repaired? ( ) Yes ( ) No
Has point of entry been repaired? ( ) Yes ( ) No Repair cost $ _____ Replacement cost $ _____

OFFENDER: ( ) Present student ( ) Past student ( ) Dropout ( ) Truant ( ) On suspension ( ) Student other school
( ) Employee ( ) Intruder ( ) Other _____

CORRECTIVE ACTION TAKEN: ( ) Parent conference ( ) Discipline ( ) Short Suspension ( ) Long Suspension ( ) Arrest
( ) Restitution ( ) Other _____

Report filled out by: _____

CHAPTER 6



ADMINISTRATIVE PROGRAMS

There are many ways to cut property damage and theft through administrative programs. Involving students in the care of the school, scheduling school maintenance personnel effectively, and encouraging residents and parents to keep their eyes on the schools are programs that can be helpful to administrators.

SCHOOL WATCHERS

School watchers are residents who live near a school, and parents of the school children, who keep watch over the school by walking through and driving by the school grounds on weekends and evenings. If they see any problem, they are requested to notify the police department, principal or other personnel. Cooperation of neighborhoods and parents with the schools for a school watcher program is an inexpensive and effective way to keep eyes on a school. Many such programs are based on informal involvement rather than formal routines, and offer some form of prestige to participants. One major limitation of school watch programs is that it can respond to external property damage when school is in session but does not help with internal and unintended damage.

24 HOUR CUSTODIAL STAFF

Custodians or personnel can be present and keep an eye on the school 24 hours a day if they are scheduled on different shifts. This measure is relatively inexpensive because it eliminates major security costs and cuts down on some night-time vandalism.

Several problems arise with 24 hour custodial shifts but proper planning can overcome this. Having three separate maintenance shifts can be inefficient; night-time personnel has a higher turnover rate if not properly chosen; and it is more difficult to supervise than day shifts. Proper choice of personnel at the beginning can overcome some of these problems. Clearly the major criteria for instituting such a program is that the building be large enough to meet the requisite number of custodians.

LIVE-IN CUSTODIAL PROGRAMS

Live-in custodial programs have head custodians and their families living in a house or apartment built on the school grounds. One benefit of the program is that it serves as an early warning system to prevent costly breakdown of equipment such as heating, ventilating, air conditioning systems, kitchen freezers and so on. In addition some property damage problems are averted or caught before too much damage occurs, such as from fires and broken windows.

The human alarm potential of a live-in custodian is greatest when a custodian becomes part of the school community and feels the school in part belongs to him. The live-in custodian program only works if the custodian feels it is a positive benefit to live in the community where the school is located and feels that he is getting a good deal as far as housing is concerned. Mobile homes may also be located on the site having other persons residing thereon as a rent-free system to provide proper surveillance of the buildings grounds and facilities, when they are not occupied.

SECURITY OFFICERS

Security officers are private guards hired directly by school officials or supplied by private security agencies. Generally schools hire their own guards in preference to guards from an agency.

The most important thing for a school administration committee to do when they decide to hire school security guards, is to hire two types of officers; one night-time guard, responsible for after school adult type crimes; and another day-time guard to deal with student problems, which are as much educational as they are criminal.

RESTITUTION PROGRAMS

Restitution programs are a set of administrative and legal procedures whereby school administrators try to get money from identified vandals for damage they have incurred. This means developing a procedure for identifying, prosecuting, and for enforcing the restitution claim. The important part of restitution programs is publicizing the positive results of these efforts so that the school department maintains an image of forcefulness towards vandals in the community.

VANDALISM ACCOUNTS

Establish a special vandalism account with funds from the regular maintenance budget, whereby the students are told that any money not spent to repair property damage or to replace stolen equipment, may be spent by the students for anything they wish at the end of the school year.

Programs involving rewards tend to be more effective with younger grade school children than with high school students. However, such a program may motivate high school students, by giving them a feeling of administrative authority and responsibility for managing part of the repair budget.

Since the program works through motivation, the students should not be limited in their choice of spending the money. The entire student body should participate, with leadership provided by well-liked teachers or staff.

SCHOOL PRIDE

Programs that instill pride in students for their school building, facilities, and grounds can boost school morale and reduce malicious property damage.

Pride programs are inexpensive to run, as part of General Assemblies, in regular classes, or at special events, and will strengthen student respect for school property. As students become more aware of conditions in the school, watchfulness will increase.

While these programs are effective for the socially active students, they miss the real vandals, who tend to shun general social programs.

SCHOOL BEAUTIFICATION

Make money available for school beautification projects, to improve the school's appearance and thus aim indirectly at reducing property damage and maintenance costs.

These projects should involve student participation and labor, in the attempt to increase their pride in and their responsibility toward their school.

Advantages of freeing personnel from maintenance duties and saving operating funds must be counted as benefits of the beautification programs.

PORTABLE VANDAL ALARMS

The installation in a school space of an A.C.-D.C operated movement detector, tied into an automatic dialer to dial police or school staff, serves as a deterrent to vandalism, especially when the unit can be moved from school to school and space to space.

Such units can cause a silent alarm notifying the police or other necessary persons of an intruder, which can lead to apprehension.

INTERNAL SUSPENSION

Many students tend to violate a school regulation to gain a temporary suspension or "vacation", yet would not cause real damage, because they have no desire for expulsion or criminal prosecution.

Numerous schools assign these students to an "in-house suspension room" and revoke all school rights for the term of the suspension. Students are required to do all assignments in this one space with no communication with other students being permitted.

CRIME-VIOLENCE DETERRENT PROGRAMS

Student programs relating to peer pressure, vandalism, crime, alcohol and drug abuse, and their effect on students and schools, continuously serve as a deterrent and have cut down on crime and vandalism in schools.